

**ANALYSIS OF DISCREPANCIES BETWEEN SKILLS ACQUIRED
DURING TEACHER TRAINING PROGRAMS (B.Ed & M.Ed) AND
SKILLS REQUIRED IN ACTUAL CLASSROOM**

BY

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23/SS/PhD/EDU/2003

**Submitted in partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Education at the Faculty of Social Sciences,
International Islamic University,
Islamabad.**

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**DEPARTMENT OF EDUCATION
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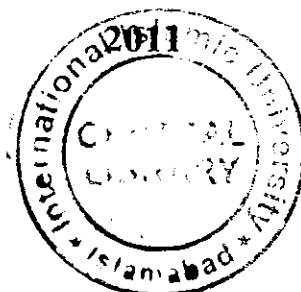


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*In the name of Allah,
The Beneficent, the merciful.*

DEDICATED

To

To all my Family Members who
have always been a source of
inspiration for me.

APPROVAL SHEET


ANALYSIS OF DISCREPANCIES BETWEEN SKILLS ACQUIRED DURING TEACHER TRAINING PROGRAMS (B.Ed & M.Ed) AND SKILLS REQUIRED IN ACTUAL CLASSROOM


By

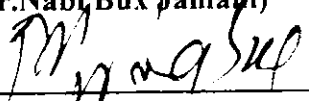
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Dated: / /2011

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ABSTRACT

This research has been designed to cover the following objectives (1) To find out the perceptions of teachers, head of schools and teacher trainers about essential classroom skills acquired by the trainee teachers. (2) To identify the essential classroom skills being stressed during the teacher training program. (3) To determine if there are discrepancies between skills being developed during the teacher training program and skills actually being used in the classroom. (4) To identify the problems in acquiring and implementing the essential classroom skills by the trainees teachers. (5) To determine if there are discrepancies between the perceptions of heads, teachers, teacher trainers and researcher's classroom observations.

Technique of multistage sampling was used. At first two Provinces Punjab and K.P.K was chosen. Then five Districts were randomly chosen from the two provinces. Ten percent Govt. Secondary Schools and ten percent heads of Govt. Secondary Schools were chosen from each District. Two hundred and fifty teachers were selected as sample of convenience. Ten percent teachers were chosen from the sampled teachers for classroom observation so hundred teachers were selected for this purpose. An equal number of teacher trainers were taken from each District.

Three questionnaires were designed to get the responses of the teachers, heads, and teacher trainers about the skills acquired during the teacher training program B.Ed & M.Ed and skills required in actual classroom. A checklist was constructed to carry out classroom observation of the teachers teaching in the classroom and to see the difference of skills required and skills acquired. Data collected through research instruments was analyzed by using mean score, t-test, ANOVA and Tukey test.

It was concluded that majority of the teachers prepared the lesson objectives before going to their classes. Majority of the teachers lacked the skill of identifying misbehaviors. The teachers were trained in the traditional methods. The teacher training programs were heavily loaded with theoretical information and the teachers were unable to use modern methodologies.

It was recommended that the teacher training institutions be equipped with the latest technologies to equip the teachers with latest techniques and teaching methodologies. The teachers may be provided appropriate training in the area of classroom management and evaluation.

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TABLE OF CONTENTS

No	Contents	Page
	Abstract.....	vi
	Acknowledgement.....	viii
	List of Contents	x
	List of Tables.....	xiii

CHAPTER 1: Introduction

1.1	Statement of the problem.....	5
1.2	Objectives of the study.....	6
1.3	Hypothesis.....	6
1.4	Research questions.....	7
1.5	Significance of the study.....	7
1.6	Delimitation.....	8
1.7	Methodology.....	8
1.7.1	Population.....	9
1.7.2	Sample.....	9
1.7.3	Research Instruments.....	9
1.7.4	Data analysis.....	10
1.8	Descriptions of terms and abbreviations.....	10

CHAPTER 2: Review of Literature

2.1	Teaching Skills.....	12
2.2	Effective Teaching Skills.....	22
2.2.1	Teaching Skills common in the writing of experts and researchers.....	25
2.2.2	Other Teaching Skills.....	26
2.3	Classroom Interaction Skills.....	27

2.4	Classroom Management Skills.....	31
2.5	Inter-personal Skills of the Teacher.....	36
2.6	Teacher Education need and importance.....	39
2.7	Functions of teacher education.....	45
2.8	Facets of teacher education in Pakistan.....	46
2.9	Teacher education in Pakistan.....	47
2.10	Objectives of teacher training in Pakistan.....	50
2.11	Objectives of M.Ed teacher training program.....	51
2.12	Issues related to teacher education in Pakistan.....	54
2.13	Review of Research Studies.....	57

CHAPTER 3: Research Design

3.1	Design of the study.....	65
3.2	Theoretical Framework.....	66
3.3	Population.....	66
3.4	Sample.....	66
3.5	Research Instruments.....	68
3.6	Pilot testing.....	69
3.7	Finalization of tools.....	69
3.8	Schedule of classroom observation.....	71
3.9	Data Collection.....	71
3.10	Data analysis.....	72

Chapter 4: Analysis of Data

4.1	Discussion on the data collected from the teachers of secondary schools.....	75
4.2	Discussion on the data collected from the heads of secondary schools.....	90

4.3	Discussion on the data collected from the teacher trainers.....	105
4.4	Discussion on the data collected from classroom observation.....	122
4.5	Comparison of responses of Heads and Teachers.....	134
4.6	Comparison of responses of Teachers and Teacher Trainers.....	136
4.7	Comparison of responses Teachers and Classroom Observation.....	138
4.8	Comparison of responses of Heads and Teacher Trainers.....	140
4.9	Comparison of responses of Heads and Classroom Observation.....	142
4.10	Comparison of responses of Teacher Trainers Classroom and Observation.....	143

CHAPTER 5: Summary. Findings, Discussion, Conclusions and Recommendation

5.1	Summary.....	155
5.2	Findings.....	156
5.3	Discussion.....	167
5.4	Conclusions.....	169
5.5	Recommendations.....	173

BIBLIOGRAPHY.....	179
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APPENDICES

Appendix A	Questionnaire for Teachers.....	186
Appendix B	Questionnaire for Heads.....	191
Appendix C	Questionnaire for Teacher Trainers.....	196
Appendix D	Check list of classroom Observations.....	200
Appendix E	List of Experts.....	203
Appendix F	List of Schools of District Attock.....	204
Appendix G	List of Schools of District Haripur.....	205
Appendix H	List of Schools of District Rawalpindi.....	206
Appendix I	List of Schools of District Lahore.....	207
Appendix J	List of Schools of District Peshawar.....	208

LIST OF TABLES

Table 4.1	Analysis of the teacher's perceptions	75
Table 02	Lesson Planning Skills.....	76
Table 03	Lesson Presentation Skills.....	77
Table 04	Lesson Management Skills.....	78
Table 05	Maintaining Social Climate.....	78
Table 06	Command over the Subject.....	79
Table 07	Appropriateness of Teaching Methodologies.....	80
Table 08	Maintaining Class Discipline.....	83
Table 09	Teacher Classroom Behavior.....	84
Table 10	Formulation of Appropriate Questions.....	85
Table 11	Checking of Homework.....	86
Table 12	Checking of Class work.....	86
Table 13	Inspiring Confidence in Students.....	87
Table 14	Evaluation Skills.....	88
Table 4.2	Analysis of the heads perceptions	90
Table 15	Lesson Planning Skills.....	90
Table 16	Lesson Presentation Skills.....	91
Table 17	Lesson Management Skills.....	92
Table 18	Maintaining Social Climate.....	93
Table 19	Command over the Subject.....	94
Table 20	Appropriateness of Teaching Methodologies.....	95
Table 21	Maintaining Class Discipline.....	98
Table 22	Teacher Classroom Behavior.....	99
Table 23	Formulation of Appropriate Questions.....	100

Table 24	Checking of Homework.....	101
Table 25	Checking of Class work.....	101
Table 26	Inspiring Confidence in Students.....	102
Table 27	Evaluation Skills.....	103
Table 4.3	Analysis of Teacher Trainers Perceptions.....	105
Table 28	Appropriateness of Teacher Training Program.....	105
Table 29	Quality of Teacher Trainers.....	107
Table 30	Lesson Planning Skills.....	108
Table 31	Lesson Presentation Skills.....	109
Table 32	Lesson Management Skills.....	110
Table 33	Maintaining Social Climate.....	111
Table 34	Command over the Subject.....	112
Table 35	Appropriate Teaching Methods.....	113
Table 36	Maintaining Class Discipline.....	115
Table 37	Teacher Classroom Behavior.....	116
Table 38	Formulation of Appropriate Questions.....	117
Table 39	Checking of Homework.....	118
Table 40	Checking of Class work.....	118
Table 41	Inspiring Confidence in Students.....	119
Table 42	Evaluation Skills.....	120
Table 4.4	Analysis of Data Collected through Researcher's Classroom Observation...	122
Table 43	Lesson Planning Skills.....	122
Table 44	Lesson Presentation Skills.....	123
Table 45	Lesson Management Skills.....	124
Table 46	Maintaining Social Climate.....	125
Table 47	Command over the Subject.....	126

Table 48	Appropriate Teaching Methods.....	127
Table 49	Maintaining Class Discipline.....	128
Table 50	Teacher Classroom Behavior.....	129
Table 51	Formulation of Appropriate Questions.....	130
Table 52	Closure of the Lesson.....	131
Table 53	Evaluation Skills.....	132
Table 54	Comparison of responses of heads and teachers.....	134
Table 55	Comparison of responses of teachers and teacher trainers.....	136
Table 56	Comparison of responses of teachers and classroom observation.....	139
Table 57	Comparison of responses of heads and teacher trainers.....	140
Table 58	Comparison of responses of heads and classroom observation.....	142
Table 59	Comparison of responses of teacher trainers and classroom observation....	143
Table 60	Analysis of variance on lesson planning skills.....	144
Table 61	Showing the post hoc tukey test on lesson planning skills.....	144
Table 62	Analysis of variance on lesson presentation skills.....	145
Table 63	Showing the post hoc tukey test on lesson presentation skill.....	145
Table 64	Analysis of variance on lesson management skills.....	146
Table 65	Showing the post hoc tukey test on lesson management skills.....	146
Table 66	Analysis of variance on maintaining social climate.....	147
Table 67	Showing the post hoc tukey test on maintaining social climate.....	147
Table 68	Analysis of variance on command over subject.....	148
Table 69	Showing the post hoc tukey test on command over subject.....	148
Table 70	Analysis of variance on appropriateness of teaching methods.....	149
Table 71	Showing the post hoc tukey test on appropriateness of teaching methods...	149
Table 72	Analysis of variance on maintaining class discipline.....	150
Table 73	Showing the post hoc tukey test on maintaining class discipline.....	150

Table 74	Analysis of variance on teacher classroom behavior.....	151
Table 75	Showing the post hoc tukey test on teacher classroom behavior.....	151
Table 76	Analysis of variance on formulation of appropriate questions.....	152
Table 77	Showing the post hoc tukey test on formulation of appropriate questions...	152
Table 78	Analysis of variance on evaluation skills.....	153
Table 79	Showing the post hoc tukey test on evaluation skills.....	153
Table 80	Analysis of variance on overall skills.....	154
Table 81	Showing the post hoc tukey test on overall skills.....	154

CHAPTER 1

1: INTRODUCTION

In modern societies, education is considered an indispensable requirement of development and fundamental rights of every individual and in the process of education, the teacher holds a central position. He has been viewed as a nation builder, character maker and spiritual father. It is he who helps in transmitting values held by the generation. It is the teacher, who contributes significantly in building the character of the individuals. Countries of the world cannot progress and develop without a quality education program. It is a fact that a country like Pakistan needs a lot of changes in its existing educational system.

Teachers are the backbone of the education system. Without the best trained teachers, society and country can not acquire targets in every field of life to succeed in the world. Through a standardized education system, nations cannot only make them strong in the field of economy, but they also can communicate their cultural heritage to the coming generations. So the quality of education imparted is directly related to its teachers.

The Commission on National Education (1959) put it as under:

“No education system can rise above the teachers, who serve it and its quality depends ultimately upon the quality and efforts of the teachers. Education is direct nation building activity and if leader of thought and action, on various walks of life are to be produced; the country's best teacher must be used in the teaching profession” (p.219)

Teachers constitute the major school input. Teaching skills are positively related to student performance. Although teachers qualifications, certifications, educational attainments and knowledge are the most frequently used measures of their class-worthiness, one factor that

has not been given due attention specially in the developing countries is the content and method of teacher training. The education commission 1959 observed:

“Of all the different factors which influence the quality of education and its contributions to national development, the quality, the competence and character of teachers is undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional and creating satisfactory conditions of work in which they can be fully effective.”(Pp.102-103)

According to this report it is not only the quantity and quality of teachers that matters but also the conditions in which they work.

According to an APEID report (1993) the purpose of a teacher preparation program should be to develop in each student his general academic ability and personal culture, his ability to teach and educate others, an awareness of the principles which underline good human relations, within and across national boundaries and a sense of responsibilities to contribute both by teaching and by example to social, cultural and economic progress.

So the improvement of a teacher's education is a critical national necessity. The quality of teachers, more than any other factor, depends upon the quality of instructions, and, quality of instructions is largely determined by the excellence of teachers this requires that teachers' education institutions should be well equipped with human as well as physical facilities.

Farris (1996) is of the view that a teacher provides service for society because no one can become a doctor, lawyer, police officer etc without first going to elementary and secondary schools. Perhaps, no other profession is as rewarding and challenging as teaching (p21).

Stronge (2002) says that the teachers have a powerful, long lasting influence on their students. They directly affect how students learn, what they learn, how much they learn and the ways they interact with one another and the world around them (1-15).

So teacher is a person who shapes the environment so that learners can learn. A teacher's primary responsibility is to facilitate learning. Teachers are the key to enhance learning in schools. Teaching looks easy and simple, conveying information with clarity. It involves developing a relationship with many individuals and having a keen awareness to a wide range of dynamics including the environment, available methodologies, learning styles, motivation and prior experience of the learners.

Iqbal (1999) says that teaching is an arrangement and manipulation of a situation in which there are gaps that an individual will seek to overcome and from which he will learn in course of doing so. Teaching is the ultimate contact between a more mature personality and less mature one, which is designed to further the education of the latter. (p61)

Akhter(2006) says that Standards for teaching and teacher education do not support the kind of learning that today's teachers must nurture among students to meet the new demands of the society. These new requirements are of assessing and evaluating student behavior, planning instruction, conducting and implementing instruction, performing administrative duties, communicating, developing personal skills and developing pupils self.

Good training can help teachers to cope with the complex demands of teaching a large number of students for five or more periods per day. Improper training, on the other hand, interferes with teaching and learning which causes interruptions, delays and waste of time. Infact good teacher trainings are necessary for healthy learning environment in schools.

Better-trained and qualified teachers may make a difference for student achievement and learning at classroom and school. (Pp-11-12)

Winglinsky (2004) says that teacher quality has three aspects: the teacher's classroom practices, the professional development the teacher receives in support of these practices, and characteristics of the teacher external to the classroom, such as educational attainment."(P-7)

It is important as well that the teacher training should not only be effective, but it should also be compatible with the value system of the society. In Pakistan, which owes its very existence to an ideology based on religious faith, it is even more important that the teacher education is planned and directed in accordance with the repetition of the courses for experienced teachers who wanted to refresh and add to their knowledge

Highly trained teachers work differently with groups in their classrooms because they possess new knowledge about teaching and learning.

So it is rightly said that the quality of education system is directly related to the quality of the teacher. A teacher is considered a more crucial factor in implementing all educational reforms at grassroots level.

The teachers at different levels need different types of training. Good education depends on good teachers and good teachers need not only sufficient knowledge of the subject matter to be imparted to students but techniques and methods of teaching both in theory and practice.

To meet the quantitative and qualitative demands of the country in teacher education, different institutions are offering teacher-training programs.

For this purpose, the researcher has made efforts to analyze the discrepancies between the skills acquired during teacher training programmes and skills required in actual classroom.

1.1 STATEMENT OF THE PROBLEM

The M.Ed and B.Ed programs are supposed to produce teachers, who can make constructive contributions to the growth and development of an individual pupil and are capable of playing an effective role in the teaching and learning process. Study of literature reveals that there are discrepancies between the theory taught during teacher training programmes and requirements in an actual classroom. .

The present study was an effort to identify, if there were discrepancies between the skills acquired during teacher training programs (B.Ed & M.Ed) and skills required in actual classroom.

1.2 OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To find out the perceptions of teachers, heads of schools and teacher trainers about essential classroom skills acquired by the trainee teachers.
2. To identify the essential classroom skills being stressed during teacher training program.
3. To determine if there are discrepancies between skills developed during teacher training program and skills actually being used in the classroom.
4. To identify the problems in attaining and implementing the essential classroom skills by the trainee teachers.
5. To determine if there are discrepancies between the perceptions of heads, teachers, teacher trainers and researchers classroom observations.

1.3 HYPOTHESIS:

To attain the above objectives the following hypothesis will be tested:

1. There is no significant difference between the perceptions of teachers and heads of Secondary schools about the application of classroom skills.
2. There is no significant difference between the perceptions of teachers and teacher trainers about the application of classroom skills.
3. There is no significant difference between the perceptions of teachers and classroom observation about the application of classroom skills.
4. There is no significant difference between the perceptions of heads of Secondary schools and teacher trainers about the application of classroom skills.
5. There is no significant difference between the perceptions of heads of Secondary schools and classroom observation about the application of classroom skills.

6. There is no significant difference between the perceptions of teacher trainers and classroom observation about the application of classroom skills.
7. There is no significant difference between the perceptions of teachers, heads of Secondary schools teacher trainers and classroom observations about the application of classroom skills.

1.4 RESEARCH QUESTIONS:

1. What are the teaching skills required for effective teaching?
2. How far the teacher education institutions are helping the teachers in acquiring these skills?
3. What are the views of heads of secondary schools about the degree to which the trainee teachers have acquired the required skills?
4. How far the teachers actually use these skills in classroom situation?
5. What are the major problems in attaining and implementing the essential classroom skills by the trainee teachers?

1.5 SIGNIFICANCE OF THE STUDY

The study will be helpful for the teachers and teacher trainers in the identification and consequently the acquisition of relevant skills. The results of the study will be of great significance to the administrators, managers and organizations by providing guidelines for developing appropriate programs. The study results might also be useful for the future researchers who are interested in investigations in this area. It will also be helpful in improving the level of teachers training programs.

The study findings may be instrumental in the identification of the strengths and weaknesses in the present system of Teacher Training Program that may in spite and activate the curriculum designing to remove the problems in certain areas while designing the curriculum

of teacher education programs. A number of few areas will be identifiable for further study and research in the field of teacher education.

1.6 DELIMITATION:

1. The study was delimited to Punjab and K.P.K Provinces.
2. The study was further delimited to the Govt. Secondary Schools of the five Districts of Punjab and K.P.K.
3. The study was delimited to the following classroom teaching skills
 - i. Lesson Planning Skills
 - ii. Lesson Presentation Skills
 - iii. Lesson Management Skills
 - iv. Maintaining Social Climate
 - v. Command over the Subject
 - vi. Appropriate Teaching Methodologies
 - vii. Maintaining Class Discipline
 - viii. Formulation of Appropriate Questions
 - ix. Checking of Class work
 - x. Checking of Home work
 - xi. Inspiring Confidence in Students
 - xii. Evaluation Skills

1.7 METHODOLOGY:

The following methodology was used for the study:

1.7.1 POPULATION:

The population of the study consisted of:

Govt. Secondary Schools	9471
Heads Govt. Secondary Schools	9471
Teachers of Secondary Schools	167696
Teacher Training Institutions	132
Teacher Educators	3524

Source: *Government of Pakistan (2006) Pakistan Education Senses. Pakistan Ministry of Education Statistics Division Islamabad.*

1.7.2 SAMPLE:

Technique of multistage sampling technique was used. At first stage two Provinces Punjab and K.P.K were randomly chosen. Then five Districts were chosen from the two Provinces as purposes sample. Ten percent Govt. Secondary Schools and ten percent heads of Govt. Secondary schools were selected from each District. Two hundred and fifty teachers were taken as sample of convenience. Ten percent teachers were chosen from the sampled teachers for classroom observation so hundred teachers were chosen for this purpose. An equal number of teacher trainers were taken from each District.

1.7.3 RESEARCH INSTRUMENTS:

The following four instruments were developed:

1. Questionnaires for the Teachers of Secondary Schools:

A questionnaire was designed to get the responses of the teachers about the required and acquired skills during the teacher training program B.Ed & M.Ed.

2. Questionnaires for the Heads of Secondary Schools:

A Questionnaire was developed for heads of secondary schools to collect the requisite information from them about the required and acquired skills during the teacher training program B.Ed & M.Ed.

3. Questionnaires for teacher trainers:

The questionnaire was developed to get the response of the teacher trainees about the effectiveness of teacher training programs and the required and acquired skills.

4. Checklist for the classroom observations:

A checklist was constructed to be carried out in classroom observation to observe the teachers during teaching in the classroom and to see the difference of required skills and acquired skills.

1.7.4 DATA ANALYSIS:

Data was analyzed using appropriate statistical techniques. Mean was calculated to describe the data at initial stage. At second stage t.test was applied to determine the difference between the different respondents. At third stage ANOVA was applied to identify the difference between data collected from heads, teachers, teacher trainers and classroom observation. At the final stage Tukey test was applied to find out the significant difference between the responses of the sample.

1.8 DESCRIPTIONS OF TERMS AND ABBREVIATIONS:

B.Ed	Bachelor of Education
M.Ed	Master of Education
Analysis	In the present study to investigate the gap of the acquired skills during teacher training program and required skills in the classroom analysis has been used.

Discrepancies	For the purpose of the study the inconsistency between facts or sentiments has been called discrepancies.
Teaching skills	For the purpose of the study the developed talents or abilities of a teacher using during teaching have been called teaching skills.
Teacher trainers	The teacher educators providing teacher training
Perceptions	In the present study perception have been used to denote the views of different sample about the acquired skills and required skills.
Interpersonal skills	The skills which the teachers should possess to be the good teachers.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with the related literature. The review deals with the literature on Teaching skills and teacher education, need and importance, teacher education in Pakistan, objectives of teacher training in Pakistan, objectives of M.Ed programme, issues related to teacher education in Pakistan, challenges of teacher education in the twentieth century, review of research studies.

2.1 TEACHING SKILLS:

Ranga (2005) says that the teacher should possess such skills and competencies so that his task may be easy, useful and effective. He should know the techniques and procedures which should be adopted in his profession. He should think about the active performance of his duties.

Now days, a teacher is in need of certain skills and competencies to develop and he is in need of new type of knowledge so that he may be in a position to make his task easy. The teachers of today are in need of such an education which is new, constructive, spontaneous and which is based on a new philosophy of life. (Pp-17-18)

Teaching skills are essential for bringing up quality education. Sheikh M.A (2000) pointed out some key messages as:-

- Effective teaching involves being knowledgeable about what you are teaching but also looking for links for the quality that we wish to develop in our pupils.

- The ability to establish and maintain good quality relationship is central to effective teaching.
- Effective teaching involves talking regularly with learners about their learning and listening to them.
- Teachers own preferred ways of learning tends to effect the ways in which they teach.
- Teachers have not the right and responsibility to develop a climate in the classroom, which supports effective learning; this involves maintaining order without undermining the learners self esteem.
- Knowing that kind of people they are thinking is essential for effective teaching.
- Teaching should not be a lonely or isolated activity. Teaching needs opportunities not only to talk to others about their work, but to work together, and use each resource.
- Schools need to make the best use of all the resources at their disposal to support teachers' personal and professional development. (Pp 133-134)

David (2009) describes the various skills of a good teacher which are as under:

1. Helpful for the students:

A teacher is a person who helps the student to learn. Teachers play a major role in modifying the behavior of the student and making them go on the right path towards learning and understanding. The teacher is a person who not only helps the student to learn the subject, but is also a person who guides the student on the correct path of life.

2. Individual Differences

No two students are alike in any way. There are differences in the level of understanding and other processes. The teacher who identifies this and makes appropriate changes in the teaching method will make a good teacher. This is the most important quality of a good teacher.

3. Team work:

The teacher who understands that teaching is not a one person's work. but that it is a team work will be successful in teaching. The teacher should request the continuous co operation and encourage the student to come up with suggestions. This is another quality of a good teacher.

4. Kindly and Sympathetic:

A good teacher will be kind to the students as this will bring out the best from the student. Though it is also good to be strict with the students, being kind will bring out more from the student. The students should feel comfortable in the presence of the teacher for good learning to occur.

5. Opportunity for Learning:

One of the most important qualities of a good teacher is to provide an opportunity for the student to learn. Learning opportunity is different from teaching. Teaching can be done by anyone as it is one way in nature. Only a good teacher can provide the opportunity for learning.

6. Planning:

A good teacher will plan the various activities in advance. Planning is very essential for effective teaching. Inadequate preparation on the part of the teacher will cause a lot of time to be wasted. It will also cause the students to lose confidence on their teachers' abilities. This will lead to bad and ineffective teaching. So a good teacher should plan all the activities.

7. SELECTIVE INFORMATION:

The quality of a good teacher is that the teacher should be able to provide good and selective information to the student. A teacher can provide various kinds of information to the students that may or may not be related to the subject. A good teacher will give out only selective information that is relevant to the students. Giving out irrelevant and excessive information to the students can lead to decreased learning.

8. Stimulating:

The learning should be stimulating to the children. So it can be said that another quality of a good teacher is to provide a stimulating environment to the child to learn. This will help the student to learn more in less time.

These changes have influenced the profession of teaching so dramatically that their effects now are felt in the reform of teacher training curricula, in the competency testing of the teachers, in the education of the teacher trainers and the textbooks on teaching methods. Perhaps most responsible for this change are the new ways in which classroom researchers have come to study the nature of teaching. These new ways of studying classroom behavior have made the students and teacher – student interaction in the classroom the focus of modern definitions of effective teaching. (P-25)

Taking positive action is an important aspect of personal and professional development.

Darling Hammond (2004) describes the various teaching skills:

1. General Academic Ability and Intelligence:

There is a positive correlation between teaching performance and measures of teacher's intelligence or academic ability.

2. Subject Matter Knowledge:

Subject matter knowledge is another skill and teaching variable.

3. Knowledge of Teaching and Learning:

Knowledge of teaching and learning is also an important variable and an important teaching skill.

4. Teaching Experience:

Teacher's experience about the teaching and learning and learning difficulties are also the important variables.

5. Teacher Behavior and Practice:

Teacher's personality, traits and behavior like teacher's "flexibility", "creativity", or "adaptability" also influence student achievement and learning. (P-6)

Hustle & McIntyre (1996) identify some teaching skills which are as under:

1. Planning and Preparation:

The teacher should plan the lesson according to the needs of the students and should prepare the lesson objectives before going to the class.

2. Lesson Presentation:

The teacher should present the new lesson in an interesting way so that the objectives of the lesson can be achieved.

3. Lesson Management:

The teacher should split the learning material into sequence and clearly formulate the learning content.

4. Classroom Climate:

The teacher should keep the classroom environment good and pleasant for the teaching and learning process.

5. Class Discipline:

The teacher should show quick response to the behavior of the students and maintain good discipline in the class.

6. Assessing Pupils:

The teacher should use proper questioning techniques during the lesson to assess the pupils and gauge their progress.

7. Evaluation:

The teacher should use proper evaluation technique to find out the strengths and weaknesses of the students. ([http.](#))

Kyracou (1997) gives some essential teaching skills which are as under:

1. Management of Material:

The teacher should organize the material in sequence and according to the level of the students.

2. Guided Practice:

The teacher should provide opportunities to the students to practice the lesson learnt and the teacher should act as a guide during their practice.

3. Structured Conversation:

The teacher should prepare the lesson objectives, and plan the lesson according to the student's needs and level and should provide some time for conversation.

4. Monitoring:

The teacher should monitor the students continuously during teaching-learning process so that all the students take proper interest in the subject.

5. Use Natural Language:

The teacher should use natural language during teaching because use of natural language during the lesson can be easily understood by the learners and it will help them in understanding the lesson.

6. Management of Order:

The teacher should maintain order and discipline in the class room and deal with misbehavior effectively.

7. Flexible Material:

The teacher should present the flexible material which can be changed during the lesson according to the student's level.

8. Planning and Preparation:

The teacher should plan and formulate the lesson objectives according to the level of the student.

9. Written Evaluation:

The teacher should conduct the written test to judge that how much the students perceive the knowledge given by the teacher.

10. Knowledge about the Subject Taught:

The teacher should have full knowledge and command over the subject taught to the students.

11. Organization and Management of Class:

The teacher should organize and manage the class in a proper way.

12. Teaching Experience:

The teacher should have teaching experience because this will help the teacher to enhance the teaching methodology.

13. Teacher Personality:

The teacher should possess teacher like personality and should have the experience about teaching and learning.

14. Knowledge of Teaching and Learning:

The teacher should have a strong knowledge about teaching and learning. The teacher should have the ability to use learning activities that require students to practice higher order thinking. (http)

These essential skills may be developed during teacher training programmes the trainee teachers must be well equipped with these skills. In this way a teacher may be able to use these skills in the actual classroom situation.

Akbar (2002) identifies some class room skills for effective teaching:

1. Lesson Planning:

The teacher should plan the lesson according to the needs of the students and should prepare the lesson objectives before going to the class.

2. Lesson Presentation:

The teacher should present the material effectively and adjust the teaching style according to the students learning styles.

3. Lesson Management:

The teacher should manage the lesson in a very organized way and teach the new lesson on the basis of the student's previous knowledge.

4. Classroom Climate:

The teacher should maintain good and pleasant atmosphere for learning. The teacher should develop strong interaction between students and the teacher.

5. Class Discipline:

The teacher should deal with misbehavior effectively and can identify the disruptive behavior and maintain good discipline in the class.

6. Command Over the Subject:

The teacher should have full command over the subject and have the ability to provide the latest information about the subject and beyond the subject.

7. Checking of Class Work:

Checking of class work and giving the class assignment is an essential classroom skill because it engages the students in effective activities.

8. Checking of Homework:

The teacher should give the home task of what has been taught in the class room and it should be checked in time.

9. Appropriate Teaching Method:

The teacher should choose the teaching method according to the situation and teach the students by using the appropriate teaching method.

10. Inspiring Confidence in the Students:

The teacher should inspire confidence in the students and reinforce the correct behavior of the students.

11. Formulation of Appropriate Questions:

The teacher should have the ability to formulate appropriate questions and use proper questioning during the lesson.

12. Teacher like Personality:

The teacher should possess a teacher like personality and should have the qualities of flexibility, creativity and adaptability to influence the student's achievements.

13. Knowing the Psyche of the Students:

The teacher should know the psyche of each and every student.

14. Evaluation :

The teacher should have the ability of using evaluation skills. The teacher should use evaluation techniques to judge the student's achievements. (P-83)

Borish (2000) presents some teaching skills:

1. **Personal Responsibilities:**

The teachers should take personal responsibilities for the student's learning and has positive expectations for every learner.

2. **Students Ability:**

The teacher should match the difficulty of the lesson with the ability level of the students and vary the difficulty when necessary to attain moderate-to-high success rates.

3. **Opportunity for Practicing:**

The teachers should give the students the opportunity to practice newly learned concepts and to receive timely feedback of their performance.

4. **Maximize Instructional Time:**

The teachers should maximize instructional time to increase content coverage and to give students the greatest opportunity to learn.

5. **Proper Questioning:**

The teachers should provide direction and control of student learning through questioning, structuring and probing.

6. **Variety of Instructional Material:**

The teachers should use a variety of instructional material and verbal and visual aids to foster use of student ideas and engagement in the learning process.

7. **Students Response:**

The teachers should elicit response from the students each time a question is asked before moving to the next student or response.

8. **Split the Material in to Steps:**

The teachers should present the material in small steps with opportunities for practice.

9. Encourage the Students to Respond:

The teachers should encourage the students to reason out and elaborate on the correct answer.

10. Use of verbal questioning:

The teachers should engage the students in verbal questions and answers.

11. Emphasis on discussion:

The teachers should use naturally occurring classroom dialogue to get students to elaborate, extend and comment on the content being learned.

12. Encouraging Independent Thinking:

The teachers should gradually shift some of the responsibilities for learning to the students thereby encouraging independent thinking and problem solving.

13. Assigning Home Task:

The teachers should provide the learners with mental strategies for organizing and learning the content being taught. (Pp-39-40)

2.2 EFFECTIVE TEACHING SKILLS:

Sammons 1995 identified some effective teaching skills:

1. Good Learning Environment:

The teacher should have the ability to establish an orderly and alternative learning environment.

2. Emphasis on Academic Learning:

The teacher should have the ability to concentrate on teaching and learning by maximizing learning time and maintaining an academic emphasis.

3. Well Structured Lesson:

The teacher should have the ability to deliver well organized and well structured lessons coupled with clarity of purpose.

4. Bring Intellectual Change:

The teacher should have the ability to convey high expectations and provide intellectual challenge.

5. Regular Monitoring:

The teacher should have the ability to monitor the progress and provide quick corrective feed back.

6. Maintain Fair Discipline:

The teacher should have the ability to establish fair and clear discipline. (http)

Ofsted (1997) identified some effective teaching skills:

1. Purposeful Lesson:

The teacher should have the ability to present the lesson in a purposeful way with high expectations.

2. Providing Opportunities for Practice:

The teacher should have the ability to give the pupils some opportunities to organize their own work.

3. Interesting Lesson:

The teacher should have the ability to present the lesson which elicit and sustain a pupil's interest and be perceived by pupils as relevant and challenging.

4. Teaching According to Learners Need:

The teacher's work should be well matched to the pupil's abilities and learning needs.

5. Emphasis on Developing Pupils Language:

The teacher should have the ability to put emphasis on the development and extension of the pupil's language.

6. Organizing Learning Activities:

The teacher should have the ability to introduce and employ a variety of learning activities.

7. Maintaining Good Order:

The teacher should have the ability to maintain good order and control which should be largely based on skillful management of pupil's involvement in the lesson and material respect. (http)

Veer 2004 identifies some effective teaching skills:

1. Mastery of the Subject Matter:

Effective teaching involves having knowledge about what you are teaching but also looking for links for the quality that we wish to develop in our pupils.

2. Motivation:

Teaching will be more effective if the teacher will be intrinsically motivated towards teaching and in this way the teacher will be successful in motivating the students towards learning.

3. Dedication:

Effective teaching involves dedication towards the work assigned. The dedicated teacher can enhance learning and produce better learners.

4. Cooperation:

The teacher must be cooperative with colleagues, students, parents and the community members.

5. Sense of Humor:

A good sense of humor can be the good quality and skill of the teacher: this will help the teacher to maintain the interest of the students towards studies.

6. Creativity:

The teacher should be creative and innovative. The teacher should use the new strategies.

7. Discipline:

The teacher should maintain good order and discipline in the classroom and can take quick action on the behavior shown by the students.

8. Academic Standard:

The teacher should have good academic record and try to maintain the academic standard of the school.

9. Efficient Methodology:

The teacher should have the ability to use effective and efficient methodology according to the classroom situation and demand of the subject.

10. Generosity with Personal Time in Assisting Students

The teacher should have the ability to do justice with the profession and with the students by making effective use of time and resources. (p97)

2.2.1 TEACHING SKILLS COMMON IN THE WRITINGS OF EXPERTS AND RESEARCHERS:

Many experts have identified the following components of teaching skills.

- **Planning and Presenting the Material:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002), Ofsted (1997) and David (2009). They put stress on the planning and presenting skill, which makes the teaching and learning affective.

- **Lesson Management Skill:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002), Ofsted (1997), Borich (2000), Summons (1995) and David (2009).
- **Classroom Management Skill:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997), Summons (1995).
- **Monitoring and Assessment Skill:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002), Ofsted (1997), Summons (1995) and David (2009).
- **Teachers Personality and Teaching Experience:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997).
- **Proper Questioning Skill:** Hustle and McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997).
- **Assigning Home Task:** Hustle and McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997).
- **Evaluation:** Summons (1995), Hustle and McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997).
- **Opportunity for Practice:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002), Ofsted (1997) and David (2009).
- **Command Over the Subject:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002) and Ofsted (1997).
- **Appropriate Teaching Methodology:** Hustle And McIntyre (1996), Kyracou (1997), Akbar (2002), Ofsted (1997) and David (2009).

2.2.2 OTHER TEACHING SKILLS:

- Akbar (2002) identified that the teacher should have the skill of inspiring confidence in the students, should know the psyche of the students and reinforces the correct behavior.

- Borich (2000) was of the view that the teacher should have the skill and ability to match the difficulty of the lesson with the ability level of the students and gives the students greatest opportunity to learn more.
- According to Sammons (1995) the teacher should have the ability to bring intellectual change by providing orderly and alternative good learning environment.
- Ofsted (1997) recommended that the teacher should put emphasis on the development and extension of the pupil's language.
- According to Veer (2004) a good sense of humor can be the good quality and skill of a teacher; this will help to maintain the interest of the students towards studies.

2.3: CLASSROOM INTERACTION SKILLS:

Flander (1973) identifies some classroom interaction skills:

1. Know the Psyche of the Students:

The teacher should accept the feelings of the students and acknowledge the students expressed emotions in a non threatening manner.

2. Positive Reinforcement:

A teacher's praise and encouragement provides positive reinforcement of the student's contribution.

3. Acceptance of Student's Ideas:

The teacher should accept and use the ideas of students and clarify, develop or refer to student's contribution often as non evaluative.

4. Proper Questioning:

The teacher should ask questions, solicit information or opinion.

5. Proper Guidance:

The teacher should give direction, supply direction or suggestions with which a student is expected to comply.

6. Positive Criticism:

The teacher should criticize or justify the authority and offer negative evaluation of a student's contributions which places emphasis on the teacher's authoritative position.

7. Encourage the Students Questions:

The teacher should encourage the students to ask questions from the teacher and give answers to the question asked by the teacher.

8. Accept Feelings:

The teacher accepts the feelings and clarifies the tone of feelings of the students in an unthreatening manner. Feelings may be positive or negative.

9. Praise or Encourage:

The teacher praises or encourages student's action or behavior. Jokes that release tension, not at the expense of another individual.

10. Accept or Use Ides of the Students:

The teacher clarifies, builds or develops ideas suggested by the student. (P171)

Mary 1986 establishes the skills which enhance the class room interaction:

1: Praise:

Positive comments about students work such as "Excellent job, Good work etc.

2: Acceptance:

Comments such as "uh-huh and okay" which acknowledge that student's answers are acceptable.

3: Remediation:

Comments that encourage a more accurate student response or encourage students to think more clearly, creatively, logically. Sample remediation comments include "try again, sharpen your answer, and check your addition."

4: Criticism:

A clear statement that an answer is inaccurate or behavior inappropriate. This category includes harsh criticism (this is a terrible paper). As well as comments that simply indicate an answer is not correct (your answer to the third question is wrong) (P-86)

Donald (1985) mentions some classroom instructional skills which are as under:

1. Objectives:

The teacher should let the students to know the objectives of each lesson. They like the teacher need a road map of where they are going.

2. Review:

The teacher should help the students to review prior learning before presenting new information.

3. Motivation:

The teacher should create anticipatory set that motivates students to listen to the presentation. This can be done through intriguing questions, an anecdote, a joke or interesting teaching material.

4. Transition:

The teacher should relate new information to previously attained knowledge and experience. Provide ties and connections that will help students integrate old and new information.

5. Clarification:

The teacher should break down a large body of information.

6. Examples:

The teacher should give several examples and illustrations to explain main ideas and points.

TH-8439

7. Directions:

The teacher should give directions distinctly and slowly. If the students are confused about what they are supposed to do, repeat or break information in to small segments.

8. Enthusiasm:

The teacher should demonstrate personal enthusiasm for the academic content. Make it clear why the information is interesting and important.

9. Closure:

The teacher should close the lesson with brief review or summary. (P44-45)

Munir Khan (2006) illustrates some classroom interaction skills:

1 Allocation of Time:

Effective teachers know the principle of the time on task and can allocate proper and suitable time for various activities.

2 High Expectations:

High performance expectation is their symbol. They assigned more work and moved at a brisker pace. They exhibited a 'can do' attitude.

3 Clear Rules:

The teacher should make clear rules and procedures for making the classroom teaching learning effective.

4 Use of Praises:

The teaching and learning can be more effective if the teacher use praises for motivating the students to learn.

5 Clear Verbal Presentation:

The teacher should have clarity of verbal fluency and presentation. (Pp33-34)

All the experts and the researchers agreed that the Interaction between teacher and students is essential in the teaching learning process. Teacher and students both are the key elements of this process. Different educationists put stress on the importance of the classroom interaction skills in the teaching learning process. Teacher training and education influences the use of these practices. Teachers who have proper training are better able to use teaching strategies that respond to a student's needs and learning styles. Proper training is essential for preparing good and effective teachers. Training is necessary for efficient work in a particular job. Because, if without initial training a person is employed in a job then it will be risky. So training is also essential for every teacher. Trained teachers can do much more than untrained teachers because they can make the lesson objectives and presents the lesson very well and also use motivational techniques to enhance teaching and learning.

2.4 CLASSROOM MANAGEMENT SKILLS:

Classroom management refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher. It helps teaching to take place most effectively. It is related to educational aims and objectives, the pattern of education for students, and the determining of a set of moral and behavioral norms for them.

Anjum (2006) identifies some classroom management skills, which are as under:

1. Care for Students Needs:

The teacher should introduce new concepts and skills and try to make sure that all the students learn thoroughly.

2. Make Efficient use for Learning Time:

Time should be allocated to different content areas based on educational objectives. They should begin and end the lessons on time, and try to keep all the students on task.

3. Establish Efficient, Smooth Classroom Routine:

They should plan rules and procedures and present them to students during the first few days of school. The teacher should establish the routines for handling administrative matters quickly and efficiently. Conduct periodic review of classroom routines and revise them as needed.

4. Set standards for Behavior and Apply them Consistently:

A teacher should set the standards that are consistent with the code of conduct. They should involve the students in helping to establish standards for behavior.

5. Pay more Attention to Students' Ideas and Interests:

The teacher should encourage the students to play a large role in assessing their own performance.

6. Focus on Positive Aspect of Learning:

The teacher should focus on and reinforce and encourage the progress of the students learning goals.

7. Immediate Action:

The teacher must assess the action and behavior of the students and show immediate response when rules are broken.

8. Avoid Threats:

The teacher should avoid threats and see the pupils privately or later on.

9. Increase Student's Active Participation :

Teacher led lessons should require more than just quiet listening and follow-up assignments should have thought provoking exercises.

10. Establish Healthy Relation with Students:

The teacher should establish a healthy relationship with the students. The teacher should make sure the subject itself is not boring but interesting. The teacher should deal with the students with smiling face. The teacher should give some time to the

students; this will help the teacher in making the healthy relationship with the students.

11. Show Interests and Concerns for all the Students:

Through brief eye contact with every student, it will help the teacher in making instruction effective, and also make the classroom management effective. By gestures and facial expressions the teacher can show interest and concern with all the students.

12. Avoid labeling the Students:

The teacher should avoid labeling the students. Because negative labeling is harmful for the self esteem of the students.

13. Characterize the Person:

The teacher should not characterize the students personally because it will damage the self respect of the students and they will not take interest in the teaching learning process.

14. Keep the Class Rules Minimum:

The teacher should keep the class rules minimum and clear. It should be clear to all the students.

15. Ensure Physical Proximity with all the Students:

The teacher should have the ability to ensure physical proximity with all the students.

In this way every student will consider himself the important one and will take interest in learning.

16. Assertive Discipline:

The teacher should have the ability to maintain discipline in the class. (Pp-37-41)

Sharifullah (2004) brings up some classroom management skills which can modify the behavior of the students.

- **Verbal Praise:**

Appropriate words from the teacher can reward appropriate student behavior and increase the occurrence of such behavior. Teachers can offer positive behavior by saying things such as "very good, that's a very good point, nice work etc". For many students verbal praise is sufficient reward because human beings need praise from those in authority.

- **Non- verbal Praise:**

Teachers can offer non-verbal praise as well. A simple smile, a sincere look of interest, and a nod of the head can also encourage desired behavior.

- **Reward:**

A proper reward for appropriate behavior also encourages the students to learn with more interest.

- **Use of Gestures:**

The teacher should use gesture to show his/her expression about the certain behavior shown by the student.

- **Response Cost:**

A reward that was previously given to the student should be taken back after showing some undesired behavior.

- **Reinforcement:**

When the disruptive student was showing positive behavior the teacher should immediately appreciate the behavior. For example give the students stamps, stars, patting etc.

- **Negative Reinforcement:**

Removing undesired consequences soon after the right behavior.

- **Inspiring Students to Learn :**

The teacher should involve the students in such activities that can develop confidence in the students and should inspire confidence in the students.

- **Self confidence:**

The teacher self confidence can also help in making the class active in learning because greater the self confidence greater will be the motivation.

- **Incentives:**

The teacher can give some incentives after the good efforts of the students.

- **Effective use of punishment:**

The teacher should use the punishment effectively where needed but corporal punishment should not be used in any case because it damages the personality of the student. (Pp-42-45)

Teachers who have effective classroom management strategies might all appear to have different skills on the surface. But scratch the surface a little, and you will discover that they all share some core attributes.

To conclude, effective classroom management begins with effective teaching. Students will not participate in the classroom unless they have a sense of accomplishment. Students respond to the effective teaching strategies. The teacher who uses innovative teaching strategy has a better chance of becoming good and effective manager. Effective organization of instruction can also be the classroom management strategy. Careful planning makes the classroom instruction more effective and results in less student frustration and dissatisfaction. Teachers praise and motivational strategies enhance the teaching and learning process.

2.5 INTER-PERSONAL SKILLS OF THE TEACHER:

According to Fred Jones (2004) the teachers possess the following interpersonal skills:

1: Identification of Disruptive Behavior:

Correct identification of potentially disruptive behavior. Quick response to disruptions, often interrupting the disruption before it can get peer attention.

2: Increasing Physical Proximity:

Mobility that increase physical proximity to students.

3: Using Gestures:

Use of gestures and brief verbalization signifying that a student was out of order.

Using facial expression and tone of voice consistent with mild disapproval.

4: Using Reinforcement:

Reinforcement of appropriate behavior in the disruptive student, and in the classroom, as soon as possible.

5: Problem Solving Strategies:

They develop and teach strategies for problem solving, decision-making, and hypothesizing.

6: Providing Opportunities for Practicing:

Providing students opportunities to practice and maintain a supportive classroom environment.

7: Use of Questioning:

Using a combination of lower-cognitive (fact and recall) and higher-cognitive (open-ended and interpretive) questions to check students' understanding and stimulate their thinking during instruction.

8: Create Interest in the Lesson:

Carefully orient students to lessons so that they can take interest in studies and get familiar with the lesson.

9: Explanation of Lesson Objectives:

Explaining lesson objectives in simple, everyday language and refer to them throughout lessons to maintain focus.

10: Relating Previous Lesson with the Current:

Explanation of the relationship of a current lesson to previous study.

11: Inspiring Students to Learn

Arousing students' interest about the lesson, and inspire students to learn, particularly at the start of difficult lessons. (P-2)

12: Developing Higher Level Thinking Skills:

Giving students plenty of opportunity for guided and independent practice with new concepts and skills, develop students' higher-level thinking skills. (P-2)

The APS and the Association of Chairs of Departments of Physiology recommend that the teachers should have the following teaching skills:

1. Ability to convey the competence in subject matter and confidence in one's ability to teach
2. Ability to develop course curriculum and individual lessons
3. Effective use of common instructional aids, including audiovisual techniques
4. Ability to help students understand the general principles and concepts underlying a particular lesson
5. Ability to explain both basic and difficult concepts clearly
6. Ability to put a specific lesson into larger context (clinical relevance, prior material)
7. Ability to ask good questions (testing, study, case histories)
8. Ability to provide feedback to students
9. Awareness of the strengths and limitations of various means for evaluating teaching performance

10. Ability to adjust lesson plan based on information garnered from student questions
11. Ability to foster an effective learning environment including showing respect for the student, encouraging their intellectual growth and providing a role model for scholarship and intellectual vigor

Gage and Berliner (1988) quoted Skinner (1968) that, 'Material which is well organized is also, of course, easier to learn'. The organization of lessons must be made clear to student by giving examples and avoiding ambiguous terms. It should be organized to maintain the attention of the learners. (P-407)

Teacher training and education influences the use of these practices. Teachers who have proper training are better able to use teaching strategies that respond to student's needs and learning styles. Teachers should support each other in planning instructional strategies, devising applications of concepts, and developing sequences that enable students to think and explore new knowledge and information. Proper training is essential for preparing good and effective teachers. Training is necessary for efficient work in a particular job. Because if without initial training a person is employed in a job then it will be risky. So training is also essential for every teacher. Trained teachers can do much more than untrained teachers.

According to Ranga 2005 the teacher should possess the following interpersonal skills:

1. The ability to relate with the learning of one student, this includes diagnosis and individual instruction.
2. The ability to analyze group development interaction and to perform a leadership role in a group.
3. The ability to acquire knowledge and skills in a disciplined manner.

4. The ability to structure the acquired knowledge will enable the teacher to choose from his specialization, the type of knowledge that is important for a particular individual or group. (P-14)

The above discussion shows that different experts and researchers have identified teacher's essential skills. These skills have been placed in different categories which include classroom teaching skills, consisting of planning of the lesson, presentation, management of the lesson, maintaining social climate, command over the subject, appropriate teaching methodologies, maintaining class discipline, teacher classroom behavior, formulation of appropriate questions, checking of homework regularly, checking of class work regularly, inspiring confidence in students, evaluation skills. Class room interaction skills, classroom management skills, effective teaching skills and interpersonal skills of the teachers.

Each category contains six to seven essential skills. Some are common in all writings while some are diverse.

The views expressed by the experts provided the guidelines under which the present study was conducted.

2.6 TEACHER EDUCATION, NEED AND IMPORTANCE:

No doubt, quality of an Educational Program is closely related to the improvement of educational objectives, policies, curricula, facilities available, equipments and administrative structure of institutions but it is only the teacher who can put life into those aspects.

In fact qualitative improvement in an Educational Program depends upon proper training of the teachers. The teacher cannot play a better role unless he/she is properly trained. To meet the expectations and aspiration of the nation, a teacher therefore, must possess creative abilities

and professional skills to enable him/her to discharge his duties according to the needs of the society and nation. So teaching is a lifetime profession and there is rapid explosion of knowledge. it is not sufficient to provide training to teachers once in their life span. Therefore education and training have become essential for teachers during their period of service. (P-200)

A teacher must be in-touch with advance knowledge in his/her relevant field. Teacher education can be imparted at various stages in the lifespan of a teacher.

Three important stages of teacher education /training are mentioned by Siddiqui. (1991) as under:

Teacher education is perceived as a continuous process, which consists of three distinct but closely interrelated consecutive stages:

- Pre-service education
- Induction
- In-service education and training (p.3)

The National Commission on school teachers in India (1985) identified the following objectives of teacher Education Program to be effective and relevant to social needs:

The program should be arranged in such a way that the prospective teachers develop the requisite abilities, attitudes, knowledge, interests, skills, understandings and values which enable them to play effective roles. (P-292)

Agarwal (1990) describes teachers' education as that knowledge, skill and ability, which is relevant to the life of a teacher as a teacher. This definition implies that teacher education is a multidimensional activity and encompasses various aspects of teachers' life and work. Its aim

is not to teach the teacher how to teach but make an effort to rekindle his imitative , to shape his attitude and remodel his imitative, to shape his attitude and remodel his habits in such away that the personality of the teacher is molded in a right form.

The Education Policy 1972-80 had suggested that in order to meet the massive requirement of teachers at all stages, facilities for teacher education should be increased by recognizing teacher education programs and by introducing innovative instructional techniques. Pakistan, being one of the developing countries with a huge foreign debt burden, treats of economic degradation and decline, rapid population growth, widening economic disparities among and within nation, instability, insecurity and unemployment. etc.

The Teacher Training Programs in Pakistan aims at preparing education planner managers, administrators, teacher trainers, guidance counselor's researchers and leaders in specific areas of education.

The Commission on National Education, 1959, had for the first time, recommended the following objectives of teachers education. According to the Commission Report, a teacher should:

- Be academically well trained in the subjects he teaches
- Have had sound professional training in how to teach his subjects
- Have had sound professional background in how to understand the children in his/her charge
- Have a deep sense of professional honor

In view of the current situation of teacher education in Pakistan, it seems that there is a movement towards a better future. To learn from the experiences of developed nations, we need to compare ourselves with the nations which have acquired a better status in the field of education. (Pp-169-172)

Akhter (2006) is of the view that teacher training is indispensable to have good teachers for a quality education system. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception. (P-18)

According to Asu (2004) there are several outcome areas that are potentially affected by professional development.

These include:

- Teacher knowledge
- Teacher attitudes and beliefs
- Teaching practice
- School level practice
- Student achievement

Purpose of training is to create conditions that can be selected and used appropriately. There are many critical elements in teacher training that should be given due attention. (P-15)

Hoffman and Pearson (2004) have summarized from Cruickshank and Metcalf (1990), the findings from the literature on training in terms of the following critical elements of teacher training: trained teachers should:

- Establish clear performance goals and communicate them to learners. They should determine a learner's present skill level, and ensure that learners are aware of the requisite skill level for mastery.
- Introduce only the few basic rules during early learning stages. Ensure a basic understanding of the skill to be learned, and when and why it is used.
- Provide sufficient practice after understanding has been developed. Provide frequent knowledge of the results in the learning process and after incorrect performance.
- Provide for transfer of training and provide full support and reinforcement for the use of skills in natural settings.

Training and professional development includes imparting knowledge about content and skills in instruction, classroom management, assessment, and developing teacher knowledge and skill. It enables teachers to reflect critically on their practice and approach new knowledge and beliefs about content, pedagogy, and learners. It includes a direct instruction/lecture component, skill demonstration, modeling, workshop, presentations and other types of in-service activities. (P-3)

Training is provided for professional development of the teachers. In other words training is the systematic process of changing behavior, knowledge, skills, abilities and attitudes of teachers so that they would be able to improve teaching learning process. As quoted by Chandemohan (2007) says that training is an organized procedure by which people learn knowledge and skills for a definite purpose. (p.84)

A typical list of steps/characteristics required for effective teaching, based on these and other research results are given by Mishra, (2005.) is the following:-

1. Clearly formulated teaching goals: course material carefully split into sequenced learning tasks:

2. Clear explanations from the teachers as to what pupils must learn;
3. Regular questioning by the teachers to gauge pupils progress and whether they have understood the material covered;
4. Ample time for pupils to practice what has been taught, with much use of prompts and feedback;
5. Skills being taught until mastery of them is automatic;
6. Regular testing and expectations that pupils will be accountable for their work. (P-3)

In training of teachers all the above steps are considered equally important to be practiced by the trainees fully to go ahead for effective teaching.

All the above steps have been researched to see the need of teachers training in the changing world of today as Dasgupta, (2004) has discussed as below:-

With the rush of technological development and the consequently high premium being placed on innovation in educational processes, it can readily be seen that meeting the need to retrain teachers becomes one of the great problems of educational leadership. Actually the task of in-service education is so important that it demands an all out creative effort. (p.150)

Ranga 2005 has discussed the need of training in the teaching profession:

1. Teacher training is necessary to develop the qualities of truthfulness, non-violence and dignity of labor
2. To perceive the role as an agent of social change in the community
3. To act as a leader of community and as a guide of the community
4. Establish a liaison between the school and the community
5. Develops the warm and positive attitude towards growing children
6. Develops the competencies (P-20)

From the above discussion it is crystal clear that teacher training is very much necessary to refine teachers in knowledge and methodology to provide effective teaching. Training develops the qualities of good teacher and the teachers will be able to improve the teaching and learning process.

2.7 FUNCTIONS OF TEACHER EDUCATION:

Erfan and Zahid, (1995) Mehmood, (1999) have discussed various functions of teacher education which are as follows:

1. Training helps the Teacher to Grow Professionally.

Training provides an insight into the principles of teaching. It provides an opportunity to apply these principles into practice.

2. Training helps the Teachers to Arouse Student's Interest in Desirable Attributes:

A trained teacher adjusts the subject matter to the requirements and interests of the students and relates the lesson to real life situation of the students.

3. Training Helps the Teachers to Love the Knowledge of the Subject Matter:

Training helps the teachers to have a sound knowledge about the subject matter. It will help the teacher to be more profound in knowledge and this knowledge helps the teacher to be effective in teaching.

4. Training helps the Teachers to Learn the New Ways of Teaching:

Training helps the teachers to learn the new ways of teaching because many new ways and concepts are taking place in education. So the training of the teachers is absolutely essential.

5. Training Helps the Teachers to Understand the Psyche of the Students:

Training helps the teachers to understand the psyche of the students because it will help them to develop their talent and polish their hidden abilities.

6. Training Helps the Teachers to Contribute in the Improvement of the Education:

Training helps the teachers to improve their teaching and show their interest and contribution in the development and improvement of education. In this way they will be able to anticipate problems and make innovations in the sector of education.

7. Training Helps the Teachers in Developing Confidence:

Training helps the teachers to face the new challenges and to be well equipped to meet the changes and challenges in the field of education. (p.78& p.18).

So teacher education play an important function to have a sound knowledge about the subject matter and learn the new ways and techniques in the field of teaching and learning.

2.8 FACETS OF TEACHER EDUCATION IN PAKISTAN:

Arshad (2006) described the history of teacher education in Pakistan in the following seven facets.

1. The first facets are the values, which are fundamental to Muslim society. From the earliest days of Islam, Muslims have held education in high esteem, and for this there is religious authority.
2. The second facet of education in Pakistan is the criteria and development of educational institutions perpetuating the values of Muslims society.
3. The third facet to be examined is the expansion and development of the curriculum in Muslim educational institutions. Language has had an important part in curriculum change.
4. The fourth facet is developing the role and status of the teacher in Muslim society. During the pre-Mughal period, the domestic system of teaching was practiced with the result that the homes of learned men and women become centers of instruction.

5. The fifth facet of education to be viewed is the evolution of the method of instruction within the Muslim society.
6. The sixth facet of teacher education is an increased awareness of the need for improvement of methods of instruction during the British period and attempts at improvements made through the development of training institutions.
7. The seventh facet since 1947, is the various programs of training of the teachers for different stages.(Pp-11-12)

2.9 TEACHERS EDUCATION IN PAKISTAN

In Pakistan, teacher's education program focuses solely on the development of teachers. knowledge enhancing. teaching strategies, techniques of tests and measurement. evaluation procedure. school administration and physical skills in teaching.

According to Iqbal. (1996)

In the country like Pakistan, this owes its very existence to an ideology based on religious faith. It is even more important that the teacher education is planned and directed in accordance with the tenants of its faith. The teacher training should produce teachers who fear God comply with Shariah, possess sound personal character and are of modest personality for the student. (P-125)

NACTE was established for quality assurance, which needs direction. guidance and certain mechanisms. Accreditation process is considered an effective measure to achieve these goals. The need to establish an accreditation authority was very much felt by the teachers. educators & concerned authorities which would periodically evaluate and monitor degree programs offered by various Teacher Education institutions. This authority has been established and termed as Accreditation Council for Teacher Education (Pakistan)

Accreditation is an evaluation process to determine the quality of an institution or program using preset standards. Accreditation is normally carried out on a peer review basis by

competent, non-governmental agencies such as national, regional, and/or local associations. It is, in essence, a collegial activity conducted by institutions that have voluntarily organized to form and to support an accrediting association. These accrediting agencies or associations prepare standards for educational institutions and subsequently apply these standards when evaluating individual institutions seeking accreditation.

The following shall be the functions of the Council:

- To propose, consider and approve the policies and procedures for accreditation.
- To consider and make decision on any appeal with regard to accreditation
- To publish a list of ranking of teacher education programs.
- To promote intellectual development and understanding of subject areas that impact accreditation related activities in the teaching profession.

According to Abbasi, (1995)

“In Pakistan, as elsewhere teacher training suffered due to insufficient training system, multi-grade classroom taught by single teacher, overcrowding of classes, and lack of equipment, short supply of text books and lack of proper physical facilities. Obviously it never helped the teacher to become creative and voluntarily come forward to attain excellence in the job; this made the teacher stereo type and easy going”
(P-1)

The detail of existing teacher training programs at various level in Pakistan are shown in the
(Table)

Training Programs	Qualification for admission	Duration	Classes to teach
D.Ed	Intermediate	3	1-5
B.S.Ed (12+3)	Intermediate	3	6-10
B.Ed (14+1)	B.A/ B.Sc	1	6-10
M.Ed	B.Ed	1	6-12students teachers of P.T.C.C.T,B.Ed + supervision
M.A.Edu	B.A/ B.Sc	2	6-12students teachers of P.T.C.C.T,B.Ed + supervision

Source: Govt. of Pakistan (2009 p.42) *National Education Policy 1998-2010*, Islamabad.
Ministry of Education.

The respective courses of studies are generally included following elements at M.Ed level(2006)

- Modern methodology.
- Philosophy of education.
- Educational psychology.
- Guidance and counseling.
- Testing and measurement.
- History of education.
- Sociology of education.
- Child development.
- Educational research
- Teacher education etc

The courses of studies at B.Ed level are given below:

It has two components:

1. Theory
2. Practice teaching.

THEORY:

- Philosophy and history of Education
- Educational psychology
- School administration
- Islamiat
- Pakistan ideology
- Urdu Language and Literature
- English Language and Literature

TEACHING PRACTICE:

The teaching practice the theory is put in to practice and provide an opportunity to prospective teachers to have real feelings of teaching learning situations. It includes teaching by the student teacher, observations of the lessons and sharing classroom experiences through gap discussions. The teaching practice and theory provide an opportunity to the trainee teachers to improve their classroom practices help in using teaching devices and improve the teaching skills. It helps the trainee teachers in developing communicative competence which is an essential asset for a teacher. (Pp184-185)

2.10 OBJECTIVES OF TEACHER TRAINING IN PAKISTAN NATIONAL EDUCATION POLICY (1998-2010)

The Teacher Training Program is undoubtedly a significant program aiming at the continuous development of the teachers in the desired direction. Following are the chief objectives of the Teacher Training Program:

1. To provide incentive to the teachers to function more efficiently.
2. To help the teachers to know their problems and to solve them by pooling their resources and wisdom.
3. To help the teachers to employ more effective work and wisdom.
4. To help teachers to get acquainted with modern techniques in education.
5. To broaden the mental outlook of the teachers.
6. To increase the professional efficiency of the teachers.
7. To upgrade the teachers knowledge and understanding of the contents.

8. To develop positive attitude towards the profession of the teachers.
9. To prepare prospective teachers by means of longer and more intensive professional education.
10. To bring Teacher Training Program in Pakistan more in line with the practice relevant both in developed and developing countries.
11. To create a matching relationship between demand and supply of the teachers.
12. To increase the effectiveness of the system by institutionalizing in-service training of the teacher, teacher trainers and educational administrators.
13. To upgrade the quality of the pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-graduate level.
14. To make the teaching profession attractive for the young talented graduates by institutionalizing a package of incentives.
15. To develop a viable framework for policy, planning and development of teacher education programs, both in-service and pre-service.
16. To provide management training to the educational administrators at various levels.

2.11 OBJECTIVES OF M.Ed TEACHER TRAINING PROGRAM:

According to the "Teacher Education and Qualification a Proposed Approach "Ministry of Education Govt. of Pakistan (1996, p.10) has mentioned the objectives of M.Ed (15+11/2) Program and the M.A (Education) (14+2) Program geared to produce.

- Skilled teachers, educational administrators, teacher educators, researchers, educational leaders in various areas of education.
- Creative teachers able to make constructive to the growth and development of individual pupil enabling her/him to learn how to live in a cooperative manner in society.

- Dedicated teachers able to play an effective role in teaching and learning activities.
- Zealous teachers capable of creating initiative and enthusiasm in their pupils.
- Well- oriented teachers who believe in national integration.
- Curriculum leaders who are equipped with effective teaching strategies and skills in their various subject areas.
- Graduates with basic research skills enabling them to analyze the learning difficulties of students and to develop and pilot and evaluate alteration instructional strategies to improve students learning outcomes.
- Competent contemporary teachers able appropriately to incorporate variety of methodologies and learning aids in support of the teaching and learning process in an effective educational technology.
- Senior teachers able to help in support, young inexperienced teachers into the profession and provide initial support for them in the teaching of their special subjects.

The graduates from this course should therefore be able to fill positions as subject heads in their schools, in colleges of education, educational administrators,

All educationists in Pakistan have frequently discussed the teacher training programs. Here in Pakistan we are now engaged in the re-organization of our teacher education programs, so that the demand of the rapidly changing world may be handled seriously. This is why, with the start of 21st century, the importance of teacher education has increased. (Pp-26-28)

According to Muhammad and Sheikh (2000)

As we approach the twenty first century, our responsibilities as teachers and teacher educators are increasing multifold. Our task is not simple. It is more demanding and complex than in the past. We have to assess what

changes and adjustments need to be made so that we can face the challenges awaiting us with dynamism and enthusiasm. (P-172)

As a start we have to see which skills are essential for our survival or what will be our new profile. It will not be out of order to say that we need to re-engineer education. Re-engineering is future oriented. Re-engineering engineer's education. Re-engineering in education means everything related to the teaching and learning process. It needs to address curriculum, pedagogy, and teacher education, teaching skills and competence, reflective practice, action research. "The teacher must become more than a custodian of the past, the must be an apostle of the future" (P-172)

According to UNESCO report entitled "Strengthening the Role of Teachers in Changing World"(1996) the areas of teacher competence have been fixed as follows:-

1. Teacher what for? Educational objectives and goals.
2. Who to teach? Getting to know the students and their environment.
3. Where to teach? The school institution, the classroom, the teaching learning environment.
4. What to teach? Curriculum content, knowledge, skills, values and attitude.
5. How to teach pedagogical competencies in general, and for each subject or area in particular.
6. With what to means and materials for teaching teach?
7. How to evaluate? Competencies to evaluate both teaching and learning.
8. How to improve teaching and learning: Competencies to continuously improve teaching and practice (observation, self-reflection, self- study, research, systemization, exchange, collective work etc) (Pp-6-13).

The education policy 1998-2010, (1998) has discussed the present situation of teacher education in Pakistan in the following manner:

Many factors are responsible for shaping the quality of teacher education in the country. These factors range from ideological and socio-economic needs to the existing structure of education system as well as ill-defined theories and practices of teaching and learning. The population pressure obviously remains a prime impetus for the rapid expansion of education in the years to come. The teacher education program, being an integral part of the education system, has also expanded and will expand further for catering to the fast emerging needs of the country. (P-47)

To conclude, it can be said that teacher education is the training which prepares teachers to perform their jobs well and effectively. It is of importance, as well that the teacher training should not only be effective but it should also be compatible with the value system and culture of the society. In this regard the effectiveness of teacher training and its relevancy with social setup both are equally important.

2.12 ISSUES RELATED TO TEACHER EDUCATION IN PAKISTAN:

The National Education Policy (1998) points out different issues which should be selected if the existing situation of teacher education is required to be improved. A few of these issues specially related with Teacher Education System in Pakistan are as follows:

- The profession of teaching is usually the last choice for the young men. The teachers are, therefore, said to be neither committed nor motivated to teaching. This is truer in the case of male teachers than the female teachers.
- The teacher training programs have an imbalance among the courses pertaining to academic knowledge of the subject, content of the school curriculum, teaching methods, teaching practices and curricular activities.

- The quality of text books in teacher education is very poor. The learning material neither relates to real education environment nor inspires or motivates the prospective teachers for further studies. There is no mechanism to make teacher's guides and supplementary materials available for working teachers.
- The teacher training institutions face acute shortage of facilities, such as, building, equipment, furniture, teaching aids, library books and other teaching materials. The teacher educators are not provided with necessary support services. These institutions are also not supervised in an effective manner.
- In-service training programs for teacher educators are almost nonexistent. There are no institutionalized arrangements for providing regular training to teachers and teacher educators. Sporadic training opportunities, if any, lack in quantity.
- The examination system is highly defective. Essentially external in nature, it deprives the students of creativity and leadership qualities.
- With this detail, it is clear that the present situation of teachers in Pakistan is not up to the mark. It is waiting for big revolutionary changes for its improvement in a meaningful manner. (Pp-47-48)

The above discussion shows that the preparation of teachers is critically important because development of the country depends on the quality of the educational system of the country which further depends on the quality of the teachers. It is therefore essential that the teacher training programme be arranged in such a way that the teachers acquire all the relevant skills. Teaching of trainee must be of high quality and the text books must be revised according to the situations and advancements. Duration of teacher training programme must be increased and admission should be given only to those who have an aptitude for the job. Latest equipments, teaching aids and proper books must be available and the teacher educators must be provided with necessary support services.

CHALLENGES OF TEACHER EDUCATION IN 20TH CENTURY:

Siddiqui (2010) mentioned some challenges for teacher education in the Twenty first Century, which are as under:

1. The rising of the status of teaching profession to a level at which it attracts the best qualified applicants.
2. Developing technologies to provide maximum learning opportunities for students and teachers, especially those in remote areas.
3. Discovering the optimum balance between theory and practice in the curriculum of teacher education.
4. Designing the research that takes account of the many complex factors that comprise upon the process of teacher education, so that greater understanding may be made.(pp184-185)

TABLE SHOWING REQUIRED SKILLS AND ACQUIRED SKILLS

Required Skills	Acquired Skills
Classroom Teaching Skills:	
i. Lesson Planning Skills	i. Lesson Planning Skills
ii. Lesson Presentation Skills	ii. Lesson Presentation Skills
iii. Lesson Management Skills	iii. Lesson Management Skills
iv. Maintaining Social Climate	iv. Maintaining Social Climate
v. Command over the Subject	v. Command over the Subject
vi. Appropriate Teaching Methodologies	vi. Appropriate Teaching Methodologies
vii. Maintaining Class Discipline	vii. Maintaining Class Discipline
viii. Formulation of Appropriate Questions	viii. Formulation of Appropriate Questions
ix. Checking of Class work	ix. Checking of Class work
x. Checking of Home work	x. Checking of Home work
xi. Inspiring Confidence in Students	xi. Inspiring Confidence in Students
xii. Evaluation Skills	xii. Evaluation Skills

<p>Classroom Interaction Skills:</p> <ul style="list-style-type: none"> i. Know the Psyche of the Students ii. Positive Reinforcement iii. Acceptance of Student's Ideas iv. Proper Questioning v. Proper Guidance vi. Positive Criticism <p>Classroom Management Skills:</p> <ul style="list-style-type: none"> i. Care for Student's Needs ii. Efficient use of Learning Time iii. Attention to Students Ideas and Interests iv. Immediate Action v. Increase Student's Active Participation vi. Effective use of Punishment <p>Inter-Personal Skills of the Teacher:</p> <ul style="list-style-type: none"> i. Increasing Physical Proximity using gestures ii. Using Problem Solving Strategies iii. Create Interest in the Lesson iv. Inspiring Students to Learn 	
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2.13 REVIEW OF RESEARCH STUDIES:

2.13.1 Study of Issues and Problems in Development of Female Teacher Training and its affect on the Development of Female Education in N.W.F.P

Inayat-(2006) conducted research on "Study of issues and problems in development of female teacher training and its affect on the development of female education in N.W.F.P".

The major objectives of the study were to analyze the issues and problems in development of female teacher training and its effects on the development of female education in the province of N.W.F.P and to analyze female education in the light of social, cultural, economic, religious and the political scenario and to remove the bottlenecks, hurdles and difficulties in the spread of qualitative and quantitative female education.

It was concluded that female education is suffering due to social constraints, lack of incentives in educational institutions, unscientific attitudes and poor methodology involved in education process.

It was also recommended that motivational campaign may be started using print and electronic media along with some incentives like stipend, free books, free education, need oriented curriculum and meaningful extensive in-service training may be enhanced.

2.13.2: To study the impact of secondary teacher education program on teacher effectiveness and teacher job satisfaction

Das conducted a research in 1994 to study the impact of secondary teacher education program on teacher effectiveness and teacher job satisfaction. the main objectives of the study were to determine if there is an impact of training on teacher job satisfaction and to determine if the performance of satisfied and effective teacher is better than the untrained teacher.

The findings of the study indicated that there was no applicable impact of B.Ed program. Other causes of low teacher effectiveness are short duration, inexperienced teacher educators, lack of equipments and defective curricula.

2.13.3 Classroom Management Techniques at secondary level and developing a model for urban schools for District Peshawar

Basit (2005) conducted a study titled "Classroom Management Techniques at secondary level and developing a model for urban schools for District Peshawar". The objectives of the study were to investigate the techniques of classroom management in detail. To develop a model as desired.

The major findings of the study were that it was found that most of the teachers teaching at secondary level were qualified and experienced; students were rewarded for good work and generally in the form of teacher's grades and symbols.

It was concluded that classroom environment was generally satisfactory. The major problem was that there was lack of interest in the studies on the part of the students.

It was recommended that physical punishment be avoided. Teachers should adjust their management and instructional techniques to meet the needs of different types of students in their classrooms.

2.13.4 Evaluation of Effectiveness of in-service Teacher Training Programs offered to University Teachers in the Staff Training Institutes University of Peshawar N.W.F.P

Ali (2005) conducted a study titled "Evaluation of effectiveness of in-service teacher training programs offered to university teachers in the Staff Training Institutes University of Peshawar N.W.F.P".

It was found that university teachers who had joined STI as participants, in its in-service training programs were holding diverse academic qualifications. The methods of teaching

used in the training programs for university teachers were mostly traditional. audio-visual aids and their use are infact an integral part of instruction and enrich instructional process.

It was concluded that the methods of teaching and A.V.aids used in the training programs of STI for university teachers were mostly traditional. research paper writings may be made compulsory for trainee teachers.

It was recommended that full time head/director and professional trainers may be appointed. permanent educationists may be invited as resource persons to deliver lectures in the training programs.

2.13.5 Quality of Education and Teacher Training

Khan & Awan (2005) conducted a study titled as "Quality of Education and Teacher Training". The major conclusions of the study were:

- i. In most countries the initial training of pre-primary. primary. secondary and tertiary teachers does not yet include a substantial introduction to educational research.
- ii. Many teacher training institutions all over the world have practically no research and objective evaluation.
- iii. There is an important difference in the level of qualification of teachers and other professionals.

The recommendations of the study were:

- i. Keeping in view the importance of teacher training a separate teacher education cadre should be created on the lines of school cadre and college cadre.

- ii. Teacher educator should have extensive training in research and measurement and evaluation. Short courses in these areas should be arranged for the teacher educators who lack training in research method and evaluation techniques.

Keeping in view the importance of teacher training a separate teacher education cadre should be created on the lines of school cadre and college cadre. Teacher educator should have extensive training in research and measurement and evaluation. Short courses in these areas should be arranged for the teacher educators who lack training in research method and

It was concluded that in most of the countries the initial training of pre-primary, primary, secondary and tertiary teachers doesn't yet included a substantial introduction to educational research. Many teacher training institutions all over the world have practically no research and objective evaluation activity. There was an important difference in the level of qualification of teachers and other trained professionals.

2.13.6 Some Problem Areas of Teacher Education in Pakistan

Iqbal & K conducted a study titled "Some problem areas of teacher education in Pakistan".

It was concluded that teacher trainers do not have sufficient qualifications, training experience to teacher the trainee teachers. The objective of quality of education could not be advanced due to the poor quality in teacher education program. Some sound measures in the field of teacher education can improve the situation in Pakistan.

2.13.7 Evaluation of in-service Teacher Training Programs of Pakistan Air Force

Teacher Training Institutes

Yasmeen (2005) conducted research on “Evaluation of in-service teacher training programs of Pakistan Air Force Teacher Training Institutes”

The main research objectives were to find out the attitude of teachers and principals of Fazaia Schools towards INSET, to evaluate the effectiveness of INSET on the performance of teachers working in PAF Fazaia schools, to point out the weaknesses and drawbacks of PAF Teacher Training Institutes and to suggest measures for improving the future training programs of PAF Teacher Training Institutes in the light of the findings of the study.

It was found that the director of the PAF Teacher Training Institute agreed that heads of Fazaia schools cooperate for in-service teacher training programs, the participant teachers had positive attitude towards in-service teacher training, and the objectives of in-service teacher training were realistic and achievable.

It was concluded that majority of the respondents reported that they willingly opted for the in-service teacher training, selected teachers on merit and heads of institute solved their problems during training, the duration of the training programs was inadequate and the resources were adequate in terms of rooms, material and equipment.

It was recommended that the duration of in-service teacher training programs may be increased. Practical work provides opportunity to trainee teachers to improve various skills related with the profession through situational learning. The number of master trainers in PAF Teacher Training Institutes be increased as well as subject specialists of different fields of education may be appointed.

2.13.8 Analysis of Zone of Proximal Development of Graduate Teacher Training Program of Allama Iqbal Open University and Development of a Strategy to achieve ZPD incidence using Delphi Technique

Akbar(2002). Conducted a research on “Analysis of zone of proximal development of graduate teacher training program of Allama Iqbal Open University and development of a strategy to achieve ZPD incidence using Delphi technique.”

The objectives of the study were to explore the ZPD gap in the AIOU programs, courses, tutorial support, workshop and teaching practice in the Vygotskian perspective, to compare the perception of heads of schools with the perception of AIOU graduate teachers regarding the effectiveness of AIOU B.Ed program, to compare the performance of AIOU Graduate teachers in the actual classroom situation as related by the external observers with the perceptions of heads of schools and AIOU graduate teachers about their class performance.

It was found that the AIOU trained graduate teachers possessed good lesson planning skills and their performance was comparable to the performance of teachers trained by college of education. The graduates had full command over the subject and could employ appropriate teaching methods.

It was concluded that the teachers possessed effective lesson planning skills and the teachers had good communication skill. The workshops did not provide training in the preparation and use of teaching aids and there is a gap between theory taught to them during training and its application by them in the actual classroom.

It was recommended that there is a need to introduce a strong monitoring system to monitor the tutorial sessions: the workshops need to be made really effective in educating the gap between the actual and desired levels in the programs so all the trainee teachers. There is a need to revise and update program so all the new ideas and innovations and trends are included.

2.13.9 A study of teacher competencies and teaching practices for school effectiveness in workers welfare model schools.

Siddiqui(2010)conducted A study of teacher competencies and teaching practices for school effectiveness in workers welfare model schools. The objectives of this study were to evaluate teacher competencies skills for school effectiveness. To explore elements of school effectiveness. To observe classroom environment and to assess teachers competence. To suggest measures to enhance the school effectiveness in WWMS.

It was found that trained teachers partially consider individual differences among various students and use problem solving techniques in their teaching. The encouragement for students to learn these are normally dependent on the competence of teachers and all these can have a positive or negative effect on students in their urge for academic learning.

It was concluded that effective teacher is one who manages the classroom effectively and can earn respect of the students. Professionally trained teachers are those who know what they are doing and do the right thing continuously. An effective and efficient teacher needs all teaching competencies. such as positive expectations, good classroom management. designing lessons and material use competencies etc. Teachers always have high expectations from the students.

It was recommended that there is need to revisit the theme of school effectiveness in WWMS system in particular and generally in Pakistani educational system & schools in Pakistan which are still functioning on the traditional concept of learning academics only. It is suggested that standards for professional development of the teachers be carefully observed. There is need to set career development direction through certificates, degrees, and career ladders. linked to compensation commensurate with experience and qualifications. These achievements have to be adequately compensated financially, based on achievement and experience.

Chapter III

DESIGN OF THE STUDY

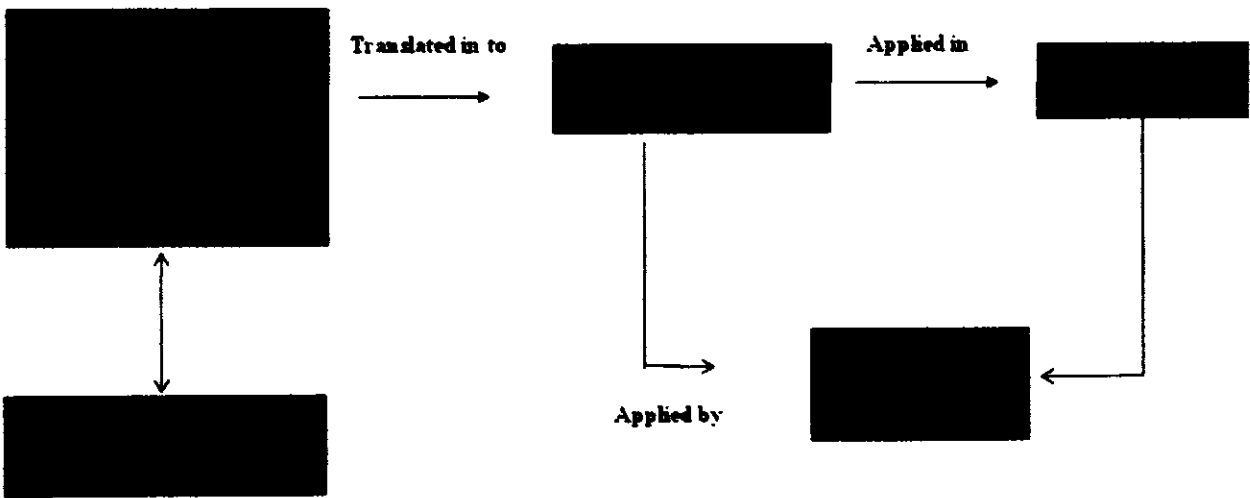
This chapter deals with the method of the study and covers population, selection of the sample, development of the tools, their administration and statistical techniques used for data analysis. After discussing the related literature in Chapter II of the study, the elements of the instructional design were established. Keeping in view these elements, three questionnaires were developed, administered and analyzed.

The study was undertaken to carry out to analyze the discrepancies between skills acquired during Teacher Training programs (M.Ed & B.Ed) and the skills required in actual classroom. The discussion has been done under the following headings:

3.1 DESIGN OF THE STUDY:

The main objective of the research was the analysis of Skills required in the Classroom and skills acquired during Teacher Training Programs in Pakistan. The study was descriptive in nature. A Survey was conducted to investigate the views of heads, teachers, and teacher trainers through specially constructed questionnaires. Classroom observation was carried out by developing a checklist to see the Teachers using the acquired skills required in the actual classroom.

3.2 THEORETICAL FRAMEWORK:



3.3 POPULATION:

The population of the study consisted of 9471 Heads of Govt. Secondary Schools, 9471 Govt. Secondary Schools, 167696 Teachers of Secondary Schools, 132 Teacher Training Institutions and 3524 Teacher Educators.

3.4 SAMPLE:

Technique of multistage Sampling was used.

- 1) Due to scarcity of resources and time at first stage two Provinces Punjab and N.W.F.P (K.P.K) were randomly chosen.
- 2) Five Districts were chosen from the two Provinces as purposive sample. Three Districts from Punjab and two from N.W.F.P (K.P.K).were selected. Those Districts were selected from the two Provinces which contained Ten Percent of Schools.

- 3) Ten percent Govt. Secondary Schools and ten percent Heads of Govt. Secondary Schools were chosen from each District.
- 4) Two hundred and fifty Teachers were chosen as Sample of convenience.
- 5) Ten percent Teachers were chosen from the Sampled Teachers for Classroom Observation so hundred teachers were chosen for this purpose as sample of convenience. One teacher teaching secondary classes was taken for observation from each school. All teachers were observed for period of forty minutes.
- 6) Twenty Teacher Trainers were chosen from each District.

The following table shows the details of the sample.

Table 1:

DISTRICT	TOTAL SCHOOLS	SCHOOLS TAKEN	NO. OF HEADS	NO. OF TEACHERS	NO. OF TEACHERS FOR CLASSROOM OBSERVATIONS	TEACHER TRAINERS	TOTAL SAMPLE
Rawalpindi	266	27	27	65	27	20	138
Attock	244	24	24	60	24	20	128
Lahore	275	28	28	70	28	20	146
Haripur	101	11	11	25	11	20	66
Peshawar	98	10	10	30	10	20	72
Total	984	100	100	250	100	100	550

3.5 RESEARCH INSTRUMENTS:

After going through the relevant literature, one checklist for classroom observation and three questionnaires were developed. While constructing the questionnaires it was kept in mind that each statement must express a definite idea and option about a particular subject. All the parts of the questionnaires had closed form questions prepared on five –point scale the questionnaires had two open ended questions.

The language and concept of each questionnaire were drafted in such a manner that these statements may be clear and meaningful to the reader.

The following four questionnaires were developed:

- 1 **Questionnaires for the Teachers of Secondary School.** A questionnaire was designed to get the responses of the teachers about the skills acquired skills during the teacher training program B.Ed & M.Ed and skills required in the actual classroom.
- 2 **Questionnaires for the Heads of Secondary School.** A Questionnaire was developed for the study to collect the requisite information from the heads about the skills acquired skills during the teacher training program B.Ed & M.Ed and skills required in the actual classroom.
- 3 **Questionnaires for teacher trainees.** The questionnaire was developed to get the response of the teacher trainees about the effectiveness of teacher training programs and about the skills acquired skills during the teacher training program B.Ed & M.Ed and skills required in the actual classroom.
- 4 **Checklist for the classroom observation.** A checklist was constructed to carry out classroom observation to observe the teachers during teaching in the classroom and to find out to what extent the classroom skills were being used by the teachers. The check list also provided quantitative information about the application of these skills.

3.6 PILOT TESTING AND IMPROVEMENT:

After the development of first draft the tools were improved under the supervision of the supervisor and the experts from the relevant field. The final versions of the tools were prepared in the close consultation with the Supervisor.

A pilot testing of the research instruments was carried out on members of the population not included in the sample. The pilot survey helped in refining the research instruments. It also ensured the validity of the research instruments and helped in identifying the methods to be used for analyzing the collected data.

3.7 FINALIZATION OF TOOLS:

The questionnaires for heads, teachers and teacher trainers were revised in the light of the feed back received as a result of pilot testing. The questionnaires were divided into thirteen skills which contained different numbers of closed form questions. Each questionnaire had two or three open ended questions.

The first questionnaire developed for teachers of Govt. Secondary schools consisted of three parts. The first part of the questionnaire required personal information about the respondents and the second part was meant to get the opinion of the teachers about the skills acquired in teacher training program and skills required in actual class room and the third part consisting of three open ended questions .

The second questionnaire developed for the heads of secondary schools. The first part of the questionnaire required personal information about the respondents and the second part was about the various teaching skills which the teacher have acquired during teacher training program and the acquired teaching skills in the actual class room and the third part consisting of two open ended questions .

The third questionnaire was related with the teacher trainers. The questionnaire was divided in to four parts. The first part was about the appropriateness of teacher training program and it contained eleven closed form questions, the second part was related with the effectiveness of teacher trainers and it comprised of three items, the third part was about the teaching skills acquired by the teachers during teacher training programs and the fourth part consisting of two open ended questions.

The observation schedule developed to observe the classroom teaching performance of ten percent of sampled teachers. The schedule had eleven parts which are as under:

- Lesson planning skills
- Lesson presentation skills
- Lesson management skills
- Maintaining social climate
- Command over the subject
- Appropriate teaching methodologies
- Maintaining Class discipline
- Teacher Classroom Behavior
- Formulation of appropriate questions
- Closure of the lesson
- Evaluation skills

The schedule had eleven parts and each part had different number of items covering various observable skills and pattern of behavior. The observation was recorded on five point scales ranging between excellent and very poor.

3.8 SCHEDULE OF CLASSROOM OBSERVATION:

All observations were made by the researcher during the first half of the working day.

Districts	No. of days	Dates
Rawalpindi	Ten days	13-04-2009-23-04-2009
Attock	Eight days	24.04.2009-02 -05-2009
Lahore	Ten days	4-05-2009-14-05-2009
Haripur	Three days	16-06-2009-19-05-2009
Peshawar	Three days	21-05-2009-23-05-2009

3.9 DATA COLLECTION:

The EDOs and DDOs of the sample Districts were requested to help in data collection. They accompanied the researcher to some of the school.

The questionnaires were administered personally to the teachers, heads and teacher trainers of five Districts Rawalpindi, Lahore, Attock, Haripur and Peshawar. All the concerned people cooperated with the researcher.

Classroom observation was carried out by the researcher to observe the teachers during teaching in the classroom and to find out to what extent the classroom skills were being used by the teachers. For this purpose one teacher teaching secondary classes was taken from each school. All teachers were observed for the period of forty minutes in the first half of the school timings.

The researcher visited the sampled schools again and again to collect the required data. When some respondents did not respond, they were dropped and other respondents were contacted to get the required amount of data.

RESPONSE RATE:

Questionnaire distributed	Distributed	Received back	Percentage	Required	Percentage
Teachers	300	250	83%	250	100%
Heads	150	100	66%	100	100%
Teacher trainers	180	100	56%	100	100%

3.10 DATA ANALYSIS:

Data were classified and tabulated. Data collected from sampled teachers were analyzed on percentage basis. Mean scores were calculated by assigning the values from 1 to 5 to the five option with 1 assigned to strongly disagree, 2 to disagree ,3 to uncertain,4 to agree and 5 to strongly disagree option.

Data collected from the heads of secondary schools were analyzed on percentage basis. Mean scores were also calculated.

Data collected from teacher trainers were also analyzed by using percentage and mean scores.

Data collected through researcher’s classroom observation were analyzed by calculating mean scores. The items had more than one part. Value of 5 was assigned to excellent. 4 to good, 3 to satisfactory, 2 to poor and 1 to very poor.

Data collected from teachers, heads teacher trainers and classroom observation were analyzed by applying t.test to determine the difference between the different respondents. ANOVA was applied to identify the difference between data collected from heads, teachers, and teacher trainers and classroom observations. At the final stage Tukey test was applied to find which means are significantly different from one another.

Chapter IV

ANALYSIS OF DATA

This chapter is devoted to the discussion on data collected for the purpose of the study. To study the analysis of discrepancies between skills acquired during teacher training programs (BFd & M.Ed) and skills required in actual classroom survey approach was used to collect the data. The sample of the study consisted of 250 teachers, 100 Heads of secondary schools, 100 teacher trainers selected from the five districts, three from Punjab i-e Attock, Rawalpindi, and Lahore and two from N.W.F.P i-e Peshawar & Haripur. Forty percent teachers were chosen from the sampled teachers for classroom observation so hundred so hundred teachers were chosen for this purpose. Three sets of questionnaires and one checklist were prepared in the light of the study objectives. The questionnaires were administered to the respondents personally.

PART I

4.1: ANALYSIS OF THE TEACHERS PERCEPTIONS:

Table 2 Lesson Planning Skills

<i>S.No</i>	<i>Statement</i>		<i>SD</i>	<i>D</i>	<i>UN</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teacher possesses good planning skills	Frequency	1	17	16	146	70	250	4.07
		Score	1	34	48	584	350	1017	
		Percentage	0.4	6.8	6.4	58.4	28.0	100.0	
2	The teacher prepares the lesson objectives before going to class.	Frequency	1	34	52	99	64	250	3.76
		Score	1	68	156	396	320	941	
		Percentage	.4	13.6	20.8	39.6	25.6	100.0	
3	The teachers have the ability to plan the lesson according to the needs of the students.	Frequency	7	30	32	93	88	250	3.91
		Score	7	60	96	376	440	979	
		Percentage	2.8	12.0	12.8	37.2	35.2	100.0	
4	The teachers have the ability to identify intended learning outcomes.	Frequency	0	76	127	37	10	250	2.92
		Score	0	152	381	148	50	731	
		Percentage	0	30.4	50.8	14.8	4.0	100.0	

Mean of means=3.66

Table 2 shows that 86% teachers agreed that the teacher possesses good planning skills. 65% teachers agreed that the teacher prepares the lesson objectives before going to class. 72% teachers agreed that the teachers have the ability to plan the lesson according to the needs of the students and 18% teachers agreed that the teachers have the ability to identify intended learning outcomes.

On all the four statements of lesson planning skills, majority of the teachers agreed and satisfied with the performance of teachers on lesson planning skills. Mean of means lies between uncertain and agree showing positive response.

Table 3: Lesson Presentation Skills

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UN</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to present the material effectively.	Frequency	0	36	15	111	88	250	4.00
		Score	0	72	45	444	440	1001	
		Percentage	0	14.4	6.0	44.4	35.2	100.0	
2	The teachers have the ability to introduce the lesson in a very interesting way.	Frequency	6	29	32	99	84	250	3.90
		Score	6	58	96	396	420	976	
		Percentage	2.4	11.6	12.8	39.6	33.6	100.0	
3	The teachers have the ability to involve the students in learning activities.	Frequency	0	18	33	117	82	250	4.05
		Score	0	36	99	468	410	1013	
		Percentage	0	7.2	13.2	46.8	32.8	100.0	
4	The teachers have the ability to build the relationship between the learning experiences and effective instructions.	Frequency	0	25	58	116	51	250	3.77
		Score	0	50	174	464	255	943	
		Percentage	0	10.0	23.2	46.4	20.4	100.0	

Mean of means=3.93

Table 3 shows that 79% teachers agreed on the ability to present the material effectively, 72% teachers agreed that the teachers have the ability to introduce the lesson in a very interesting way. 78% teachers agreed or strongly agreed that the teachers have the ability to involve the students in learning activities. 66% teachers agreed that the teachers have the ability to build the relationship between the learning experiences and effective instructions

On all the four statements of lesson presentation skills majority of the teachers agreed on lesson presentation skills. The Mean of means lies between uncertain and agree showing positive trend.

Table 4: Lesson Management Skills

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UN</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to manage and organize the lesson.	Frequency	0	10	25	130	85	250	4.16
		Score	0	20	75	520	425	1040	
		Percentage	0	4.0	10.0	52.0	34.0	100.0	
2	The teachers have the ability to teach the new lesson on the basis of the student's previous knowledge.	Frequency	0	9	20	136	85	250	s4.19
		Score	0	18	60	544	425	1047	
		Percentage	0	3.6	8.0	54.4	34.0	100.0	
3	The teachers have the skill to clearly and carefully formulate the course material.	Frequency	0	32	70	99	49	250	3.66
		score	0	64	210	396	245	915	
		Percentage	0	12.8	28.0	39.6	19.6	100.0	
4	The teachers have the ability to split the learning material into sequence.	Frequency	1	16	76	104	53	250	3.77
		Score	1	32	228	416	265	942	
		Percentage	.4	6.4	30.4	41.6	21.2	100.0	

Mean of means= 3.79

Table 4 shows that 88% teachers agreed that the teachers have the ability to manage and organize the lesson. 88% teachers agreed that the teachers have the ability to teach the new lesson on the basis of the student's previous knowledge, 58% agreed that the teachers have the skill to clearly and carefully formulate the course material and 62% teachers agreed that the teachers have the ability to split the learning material into sequence.

On all the four statements of lesson management skills majority of the teachers agreed and satisfied with the performance of teachers on lesson management skills. The Mean of means lies between uncertain and agree showing positive trend.

Table 5: Maintaining Social Climate

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to maintain good climate in the class.	Frequency	0	17	25	94	114	250	4.22
		Score	0	34	75	376	570	1055	
		Percent	0	6.8	10.0	37.6	45.6	100.0	
2	The teachers have the ability to maintain pleasant atmosphere for learning.	Frequency	0	23	26	123	78	250	4.02
		Score	0	46	78	492	390	1006	
		Percent	0	9.2	10.4	49.2	31.2	100.0	
3	The teachers have the ability to develop strong interaction between students and teacher.	Frequency	0	24	51	93	82	250	3.93
		Score	0	48	153	372	410	983	
		Percent	0	9.6	20.4	37.2	32.8	100.0	
4	The teachers have the ability to develop trust of the students.	Frequency	1	13	20	144	72	250	4.09
		Score	1	26	60	576	360	1022	
		Percent	.4	5.2	8.0	57.6	28.8	100.0	
5	The teachers have the ability to develop the student's interest in learning.	Frequency	0	13	40	100	97	250	4.12
		score	0	26	120	400	485	1031	
		Percent	0	5.2	16.0	40.0	38.8	100.0	
6	The teachers have the ability to make the classroom climate effective for teaching and learning.	Frequency	0	53	22	91	84	250	3.82
		Score	0	106	66	364	420	956	
		Percent	0	21.2	8.8	36.4	33.6	100.0	

Mean of means=3.65

Table 5 shows that 82% teachers agreed that the teachers have the ability to maintain good atmosphere in the class .69% teachers agreed that the teachers have the ability to maintain pleasant atmosphere for learning, 69% teachers agreed that the teachers have the ability to develop strong interaction between students and teacher , 85% teachers agreed that the teachers have the ability to develop trust of the students. 78% teachers agreed that the teachers have the ability to develop the student's interest in learning and 69% teachers agreed that the teachers have the ability to make the classroom climate effective for teaching and learning.

On all the four statements of classroom climate skills majority of the teachers agreed with the performance of teachers on the skills of maintaining good classroom atmosphere. Mean of means lies between uncertain and agree showing positive trend

Table 6: Command over the Subject

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have full command over the subject.	Frequency	0	34	69	54	93	250	3.82
		Score	0	68	207	216	465	956	
		Percent	0	13.6	27.6	21.6	37.2	100.0	
2	The teachers have knowledge beyond the prescribed syllabus.	Frequency	3	18	84	90	55	250	3.70
		Score	3	36	252	360	275	926	
		Percent	1.2	7.2	33.6	36.0	22.0	100.0	
3	The teachers have the ability to provide latest information about the subject.	Frequency	5	70	50	60	65	250	3.44
		Score	5	140	150	240	325	860	
		Percent	2.0	28.0	20.0	24.0	26.0	100.0	

Mean of means=3.65

Table 6 shows that 58% teachers agreed that the teachers have full command over the subject, 58% teachers agreed that the teachers have knowledge beyond the prescribed syllabus and 50% teachers agreed that the teachers have the ability to provide latest information about the subject.

On all the three statements of the skills of command over the subject majority of the teachers agreed that the teachers have full command over the subject they taught and mean of means is 3.65.

So, it can be concluded from the above table that teachers are not fully satisfied from the performance of teachers on the skills of command over the subject. Mean of means lies between uncertain and agree showing positive trend.

Table 7: Appropriateness of Teaching Methodologies

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to choose the teaching method according to the situation.	Frequency	7	35	40	86	82	250	3.80
		Score	7	70	120	344	410	951	
		Percent	2.8	14.0	16.0	34.4	32.8	100.0	
2	The teachers have the ability to teach the students by using appropriate teaching method.	Frequency	0	34	25	132	59	250	3.86
		Score	0	34	25	132	295	966	
		Percent	0	13.6	10.0	52.8	23.6	100.0	
3	The teachers have the ability to see the relevance of their work.	Frequency	1	18	32	163	36	250	3.86
		Score	1	36	96	652	180	965	
		Percent	.4	7.2	12.8	65.2	14.4	100.0	
4	The teachers have the skills to make active efforts to improve instructional effectiveness.	Frequency	21	45	33	115	36	250	3.40
		Score	21	90	99	460	180	850	
		Percent	8.4	18.0	13.2	46.0	14.4	100.0	
5	The teachers have the ability to use modern techniques and useful skills in the classrooms.	Frequency	7	58	30	85	70	250	3.61
		Score	7	116	90	340	350	903	
		Percent	2.8	23.2	12.0	34.0	28.0	100.0	
6	The teachers have the ability to make active efforts to improve instructional effectiveness.	Frequency	0	41	74	106	29	250	3.49
		Score	0	82	222	424	145	873	
		Percent	0	16.4	29.6	42.4	11.6	100.0	
7	The teachers have the ability to improve instructional effectiveness.	Frequency	0	34	60	104	52	250	3.70
		Score	0	68	180	416	260	924	
		Percent	0	13.6	24.0	41.6	20.8	100.0	
8	The teachers have the ability to use learning activities that require the students to practice higher order thinking.	Frequency	27	57	44	78	44	250	3.22
		Score	27	114	132	312	220	805	
		Percent	10.8	22.8	17.6	31.2	17.6	100.0	

Cont.....

Table 7 **Page 2**

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
9	The teachers have the ability to use different strategies for problem solving.	Frequency	0	14	31	154	51	250	3.97
		Score	0	28	93	616	255	992	
		Percent	0	5.6	12.4	61.6	20.4	100.0	
10	The teachers have the ability of inspiring confidence in the students.	Frequency	1	11	17	147	74	250	4.13
		Score	1	22	51	588	370	1032	
		Percent	.4	4.4	6.8	58.8	29.6	100.0	
11	The teachers have the ability of relating the previous lesson with the current lesson.	Frequency	0	17	36	105	92	250	4.09
		Score	0	34	108	420	460	1022	
		Percent	0	6.8	14.4	42.0	36.8	100.0	
12	The teachers have the ability of arousing student's interest in lesson.	Frequency	1	10	51	131	57	250	3.93
		Score	1	20	153	524	285	983	
		Percent	.4	4.0	20.4	52.4	22.8	100.0	
13	The teachers have the ability to provide plenty of opportunities to students for practice.	Frequency	1	38	62	90	59	250	3.67
		Score	1	76	186	360	295	918	
		Percent	.4	15.2	24.8	36.0	23.6	100.0	
14	The teachers have the ability to motivate the students towards learning.	Frequency	0	8	31	120	91	250	4.18
		Score	0	16	93	480	455	1044	
		Percent	0	3.2	12.4	48.0	36.4	100.0	
15	The teachers have the ability to use learning activities that require students to practice higher order thinking	Frequency	15	46	47	95	47	250	3.45
		Score	15	92	141	380	235	863	
		Percent	6.0	18.4	18.8	38.0	18.8	100.0	

Mean of means=3.73

Table 7 shows that 66% teachers agreed that the teachers have the ability to choose the teaching method according to the situation , 78% teachers agreed or strongly agreed that the teachers have the ability to teach the students by using appropriate teaching method , 79% teachers agreed that the teachers have the ability to see the relevance of their work. 60% agreed that the teachers have the skills to make active efforts to improve instructional effectiveness, 62% teachers agreed that the teachers have the ability to use modern techniques and useful skills in the classrooms, 53% teachers agreed that the teachers have the ability to

make active efforts to improve instructional effectiveness,. 61% teachers agreed that the teachers have the ability to improve instructional effectiveness, 48% agreed that the teachers have the ability to use learning activities that require the students to practice higher order thinking, 81% teachers agreed that the teachers have the ability to use different strategies for problem solving, 87% teachers agreed that the teachers have the ability of inspiring confidence in the students,78% teachers agreed that the teachers have the ability of relating the previous lesson with the current lesson, 74% teachers agreed that the teachers have the ability of arousing student's interest in lesson, 59% agreed that the teachers have the ability to provide plenty of opportunities to students for practice, 84% teachers agreed or strongly agreed that the teachers have the ability to motivate the students towards learning and 56% teachers agreed that the teachers have the ability to use learning activities that require students to practice higher older thinking.

All the fifteen statements of the skill appropriateness of the teaching methodologies. the teachers agreed that the teachers are using appropriate teaching methodologies according to the demand of the subject they taught and Mean of means is 3.73

So, it can be concluded from the above table that teachers are satisfied with the performance of teachers on the skills of appropriateness of teaching methodologies. Mean of means lies between uncertain and agree showing positive trend

Table 8: Maintaining Class Discipline

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to maintain good order in the classroom.	Frequency	0	7	24	125	94	250	4.22
		Score	0	14	72	500	470	1056	
		Percent	0	2.8	9.6	50.0	37.6	100.0	
2	The teachers have the ability to deal the misbehaviors effectively.	Frequency	1	28	35	94	92	250	3.99
		Score	1	56	105	376	460	998	
		Percent	.4	11.2	14.0	37.6	36.8	100.0	
3	The teachers have the ability to identify disruptive behavior.	Frequency	0	2	40	128	80	250	4.14
		Score	0	4	120	512	400	1036	
		Percent	0	.8	16.0	51.2	32.0	100.0	

Mean of means=4.11

Table 8 shows that 87% teachers agreed or strongly agreed that the teachers have the ability to maintain good order in the classroom, 73% teachers agreed that the teachers have the ability to deal the misbehaviors effectively and 83% teachers agreed that the teachers have the ability to identify disruptive behavior.

From the three statements of class discipline skills majority of the teachers agreed on the performance of teachers on class discipline skills.

Mean of means lies between agree and strongly agree showing strongly positive trend.

Table 9: Teacher Classroom Behavior

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers classroom behavior is appropriate	Frequency	0	17	25	111	97	250	4.15
		Score	0	34	75	444	485	1038	
		Percent	0	6.8	10.0	44.4	38.8	100.0	
2	The teachers have the experience about teaching and learning.	Frequency	0	14	26	121	89	250	4.14
		Score	0	28	78	484	445	1035	
		Percent	0	5.6	10.4	48.4	35.6	100.0	
3	The teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.	Frequency	28	31	24	85	82	250	3.65
		Score	28	62	72	340	410	912	
		Percent	11.2	12.4	9.6	34.0	32.8	100.0	

Mean of means=3.98

Table 9 shows that 82% teachers agree or strongly agree that the teachers classroom behavior is appropriate, 83% teachers agreed or strongly agreed that the teachers have the experience about teaching and learning , 66% teachers agreed that the teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.

From all the three statements of teacher's personality majority of the teachers are in favor that the teachers possess teachers have appropriate classroom behavior. Mean of means lies between uncertain and agree showing positive trend.

Table 10: Formulation of Appropriate Questions

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to use proper questioning during the lesson.	Frequency	0	17	25	111	97	250	4.15
		Score	0	34	75	444	485	1038	
		Percent	0	6.8	10.0	44.4	38.8	100.0	
2	The teachers have the ability to use lower cognitive and higher cognitive questions to check student's understanding.	Frequency	0	14	26	121	89	250	4.14
		Score	0	28	78	484	445	1035	
		Percent	0	5.6	10.4	48.4	35.6	100.0	
3	The teachers have the ability to properly handle the student's questions.	Frequency	28	31	24	85	82	250	3.65
		Score	28	62	72	340	410	912	
		Percent	11.2	12.4	9.6	34.0	32.8	100.0	
4	The teachers have the ability to use regular questioning to gauge pupils progress.	Frequency	0	1	43	103	103	250	4.23
		Score	0	2	129	412	515	1058	
		Percent	0	.4	17.2	41.2	41.2	100.0	
5	The teachers have the ability to use questioning to stimulate the students thinking during instructions.	Frequency	7	19	73	117	34	250	3.61
		Score	7	38	219	468	170	902	
		Percent	2.8	7.6	29.2	46.8	13.6	100.0	

Mean of means=3.95

Table 10 shows that 82% teachers agreed that the teachers have the ability to use proper questioning during the lesson, 83% teachers agreed that the teachers have the ability to use lower cognitive and higher cognitive questions to check the student's understanding, 66% teachers agreed that the teachers have the ability to properly handle the student's questions 82% teachers agreed that the teachers have the ability to use regular questioning to gauge the pupils progress, 59% teachers agreed that the teachers have the ability to use questioning to stimulate the students thinking during instructions.

From the above five statements it can be concluded that the teachers agreed and are satisfied that the teachers have the skills to formulate the appropriate questions and Mean of means is 3.95 lies between uncertain and agree showing positive trend.

Table 11: Checking Of Homework

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers give homework regularly.	Frequency	0	27	19	116	88	250	4.06
		Score	0	54	57	464	440	1015	
		Percent	0	10.8	7.6	46.4	35.2	100.0	
2	The teachers check the homework regularly.	Frequency	1	43	74	67	65	250	3.61
		Score	1	86	222	268	325	902	
		Percent	.4	17.2	29.6	26.8	26.0	100.0	

Mean of means=3.83

Table 11 shows that 81% teachers agreed that the teachers give homework regularly and 52% teachers agreed that the teachers check the homework regularly.

From the above two statements it can be concluded that majority of the teachers are satisfied that the teachers give and check the homework regularly and mean of means lies between uncertain and agree showing positive trend.

Table 12: Checking Of Class Work

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers give class work regularly.	Frequency	0	16	13	111	110	250	1.26
		Score	0	32	39	444	550	1065	
		Percent	0	6.4	5.2	44.4	44.0	100.0	
2	The teachers check the class work regularly.	Frequency	1	43	46	69	91	250	3.82
		Score	1	86	138	276	455	956	
		Percent	.4	17.2	18.4	27.6	36.4	100.0	

Mean of means=4.04

Table 12 shows that 88% teachers agreed that teachers give class work regularly, 63% teachers agreed that the teachers check the class work regularly.

From the above two statements it can be concluded that teachers give and check the class work regularly. Mean of means lies between agree and strongly agree showing strongly positive trend.

Table 13: Inspiring Confidence in Students

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to inspire confidence in students.	Frequency	0	12	25	119	94	250	4.18
		Score	0	24	75	476	470	1045	
		Percent	0	4.8	10.0	47.6	37.6	100.0	
2	The teachers have the ability to appreciate the student's efforts.	Frequency	0	0	36	113	101	250	4.26
		Score	0	0	108	452	505	1065	
		Percent	0	0	14.4	45.2	40.4	100.0	
3	The teachers have the ability to reinforce the correct behavior of the students.	Frequency	0	8	62	109	71	250	3.97
		Score	0	16	186	436	355	993	
		Percent	0	3.2	24.8	43.6	28.4	100.0	

Mean of means = 4.13

Table 13 shows that 84% teachers agreed that the teachers have the ability to inspire confidence in students. 85% teachers agreed that the teachers have the ability to appreciate the student's efforts and 71% teachers agreed that the teachers have the ability to reinforce the correct behavior of the students.

From the above three statements it can be concluded that the teachers agreed that they inspire confidence in the students. Mean of means lies between agree and strongly agree showing strong positive trend.

Table 14: Evaluation Skills

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to use evaluation techniques.	Frequency	0	16	28	143	63	250	4.01
		Score	0	32	84	572	315	1003	
		Percent	0	6.4	11.2	57.2	25.2	100.0	
2	The teachers evaluate the students properly.	Frequency	0	41	37	126	46	250	3.71
		Score	0	82	111	504	230	927	
		Percent	0	16.4	14.8	50.4	18.4	100.0	
3	The teachers have the ability to conduct classroom test for evaluating the student's performance.	Frequency	1	1	36	115	97	250	4.22
		Score	1	2	108	460	485	1056	
		Percent	.4	.4	14.4	46.0	38.8	100.0	
4	The teachers have the ability to use evaluation skills for judging the student's achievements.	Frequency	1	28	33	127	61	250	3.88
		Score	1	56	99	508	305	969	
		Percent	.4	11.2	13.2	50.8	24.4	100.0	
5	The teachers have the ability to use diagnostic evaluation skill to identify the problems in learning.	Frequency	6	54	55	90	45	250	3.46
		Score	6	108	165	360	225	864	
		Percent	2.4	21.6	22.0	36.0	18.0	100.0	
6	The teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.	Frequency	1	23	43	125	58	250	3.86
		Score	1	46	129	500	290	966	
		Percent	.4	9.2	17.2	50.0	23.2	100.0	

Mean of means=3.86

Table 14 shows that 82% teachers agreed that the teachers have the ability to use evaluation techniques, 68% teachers agreed that the teachers evaluate the students properly. 84% teachers agreed that the teachers have the ability to conduct classroom test for evaluating the student's performance, 74% teachers agreed that the teachers have the ability to use evaluation skills for judging the student's achievements, 54% teachers agreed that the teachers have the ability to use diagnostic evaluation skills to identify the problems in learning and the

73% teachers agreed that the teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.

From the above six statements it can be concluded that the teachers have the skills to use the evaluation skills properly. Mean of means lies between uncertain and agree showing positive trend.

SUMMARY OF THE OPINION OF THE TEACHERS ABOUT THE TEACHING SKILLS

<i>S.No</i>	<i>Skill</i>	<i>Mean</i>
1	Lesson planning skills	3.66
2	Lesson presentation skills	3.93
3	Lesson management skills	3.79
4	Maintaining social climate	3.65
5	Command over the subject	3.65
6	Appropriate teaching methodologies	3.73
7	Maintaining class discipline	4.11
8	Teacher classroom behavior	3.98
9	Formulation of appropriate questions	3.95
10	Checking of homework regularly	3.85
11	Checking of class work regularly	4.04
12	Inspiring confidence in students	4.13
13	Evaluation skills	3.86
14	Over all skills	3.78

PART II

4.2 ANALYSIS OF THE HEADS PERCEPTIONS:

Table 15: Lesson Planning Skills:

S.No	Statement		SD	D	UNC	A	SA	Total	Mean
1	The teacher possesses good planning skills	Frequency	0	0	18	66	16	100	3.98
		Score	0	0	54	264	80	398	
		Percent	0	0	18.0	66.0	16.0	100.0	
2	The teacher prepares the lesson objectives before going to class.	Frequency	5	30	3	37	25	100	3.47
		Score	5	60	9	148	125	347	
		Percent	5.0	30.0	3.0	37.0	25.0	100.0	
3	The teachers have the ability to plan the lesson according to the needs of the students.	Frequency	0	0	22	65	13	100	3.91
		Score	0	0	66	260	65	391	
		Percent	0	0	22.0	65.0	13.0	100.0	
4	The teachers have the ability to identify intended learning outcomes.	Frequency	0	12	23	58	7	100	3.60
		Score	0	24	69	232	35	360	
		Percent	0	12.0	23.0	58.0	7.0	100.0	

Mean of means=3.74

The above table shows that 82% heads agreed that the teacher possesses good planning skills, 62% heads agreed that the teacher prepares the lesson objectives before going to class, 78% heads agreed that the teachers have the ability to plan the lesson according to the needs of the students and 65% heads agreed that the teachers have the ability to identify intended learning outcomes.

From the above four statements of lesson planning skills majority of the heads are satisfied with the performance of the teachers on lesson planning skills. Mean of means lies between uncertain and agree showing positive response.

Table 16: Lesson Presentation skills

<i>S.No</i>	<i>Statement</i>		<i>SD</i>	<i>D</i>	<i>UNC</i>	<i>AC</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to present the material effectively.	Frequency	0	2	13	78	7	100	3.90
		Score	0	4	39	312	35	390	
		Percent	0	2.0	13.0	78.0	7.0	100.0	
2	The teachers have the ability to introduce the lesson in a very interesting way.	Frequency	0	0	14	66	20	100	4.06
		Score	0	0	42	264	100	406	
		Percent	0	0	14.0	66.0	20.0	100.0	
3	The teachers have the ability to involve the students in learning activities.	Frequency	0	0	16	57	27	100	4.11
		Score	0	0	48	228	135	411	
		Percent	0	0	16.0	57.0	27.0	100.0	
4	The teachers have the ability to build the relationship between the learning experiences and effective instructions.	Frequency	0	12	38	38	12	100	3.50
		Score	0	24	114	152	60	350	
		Percent	0	12.0	38.0	38.0	12.0	100.0	

Mean of means=3.89

The above table shows that 85% heads agreed or strongly agreed that the teachers have the ability to present the material agreed, 86% heads agreed or strongly agreed that the teachers have the ability to introduce the lesson in a very interesting way, 84% heads agreed or strongly agreed that the teachers have the ability to involve the students in learning activities and 50% heads agreed that the teachers have the ability to build the relationship between the learning experiences and effective instructions.

From the above four statements of lesson presentation skills, majority of the heads are satisfied with the performance of the teachers on lesson presentation skills. The Mean of means lies between uncertain and agree showing a positive trend.

Table 17: Lesson Management Skills

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to manage and organize the lesson.	Frequency	0	0	17	73	10	100	3.93
		Score	0	0	51	292	50	393	
		Percent	17.0	73.0	10.0	100.0	17.0	73.0	
2	The Teachers have the ability to teach the new lesson on the basis of the student's previous knowledge.	Frequency	0	5	21	54	20	100	3.89
		Score	0	10	63	216	100	389	
		Percent	0	5.0	21.0	54.0	20.0	100.0	
3	The teachers have the skill to clearly and carefully formulate the course material.	Frequency	5	1	29	52	13	100	3.67
		Score	5	2	87	208	65	367	
		Percent	5.0	1.0	29.0	52.0	13.0	100.0	
4	The teachers have the ability to split the learning material into sequence.	Frequency	0	14	12	64	10	100	3.70
		Score	0	28	36	256	50	370	
		Percent	0	14.0	12.0	64.0	10.0	100.0	

Mean of means= 3.79

The above table shows that 83% heads agreed that the teachers have the ability to manage and organize the lesson, 64% heads agreed that the teachers have the ability to teach the new lesson on the basis of the student's previous knowledge, 65% heads agreed that the teachers have the skill to clearly and carefully formulate the course material and 74% heads agreed that the teachers have the ability to split the learning material into sequence.

From the above four statements of lesson management skills majority of the heads are satisfied with the performance of teachers on lesson management skills. The mean of means lies between uncertain and agree showing a positive trend

Table 18: Maintaining Social Climate

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to maintain good climate in the class.	Frequency	0	0	5	68	27	100	4.22
		Score	0	0	15	272	135	422	
		Percent	0	0	5.0	68.0	27.0	100.0	
2	The teachers have the ability to maintain pleasant atmosphere for learning.	Frequency	0	7	5	78	10	100	3.91
		Score	0	14	15	312	50	391	
		Percent	0	7.0	5.0	78.0	10.0	100.0	
3	The teachers have the ability to develop strong interaction between students and teacher.	Frequency	0	13	10	58	19	100	3.83
		Score	0	26	30	232	95	383	
		Percent	0	13.0	10.0	58.0	19.0	100.0	
4	The teachers have the ability to develop trust of the students.	Frequency	0	0	25	59	16	100	3.91
		Score	0	0	75	236	80	391	
		Percent	0	0	25.0	59.0	16.0	100.0	
5	The teachers have the ability to develop the student's interest in learning.	Frequency	0	0	23	57	20	100	3.97
		Score	0	0	69	228	100	397	
		Percent	0	0	23.0	57.0	20.0	100.0	
6	The teachers have the ability to make the classroom climate effective for teaching and learning.	Frequency	0	7	12	56	25	100	3.99
		Score	0	14	36	224	125	399	
		Percent	0	7.0	12.0	56.0	25.0	100.0	

Mean of means= 3.97

The above table shows that 95% heads agreed that the teachers have the ability to maintain good atmosphere in the class, 88% heads agreed that the teachers have the ability to maintain pleasant atmosphere for learning , 77% heads agreed that the teachers have the ability to develop strong interaction between students and teacher, 75% heads agreed that the teachers have the ability to develop the trust of the students, 77% heads agreed that the teachers have the ability to develop the student's interest in learning and 81% heads agreed that the teachers have the ability to make the classroom atmosphere effective for teaching and learning.

From the above four statements of classroom skills, majority of the heads are satisfied with the performance of teachers on the skills of maintaining good classroom atmosphere. Mean of means lies between uncertain and agree showing a positive trend.

Table 19: Command over the Subject

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have full command over the subject.	Frequency	6	4	23	43	24	100	3.75
		Score	6	8	69	172	120	375	
		Percent	6.0	4.0	23.0	43.0	24.0	100.0	
2	The teachers have knowledge beyond the prescribed syllabus.	Frequency	12	31	49	8	12	100	3.13
		Score	12	62	147	32	60	313	
		Percent	12.0	31.0	49.0	8.0	100.0	12.0	
3	The teachers have the ability to provide latest information about the subject.	Frequency	0	22	30	37	11	100	3.37
		Score	0	44	90	148	55		
		Percent	0	22.0	30.0	37.0	11.0	100.0	

Mean of means= 3.41

The above table shows that 67% heads agreed that the teachers have full command over the subject. 20% heads agreed that the teachers have knowledge beyond the prescribed syllabus and 48% agreed that the teachers have the ability to provide latest information about the subject.

All the above three statements of the skills of command over the subject majority of the heads agreed that the teachers have full command over the subject they taught. Mean of means lies between uncertain and agree showing positive trend.

Table 20: Appropriateness of Teaching Methodologies

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to choose the teaching method according to the situation.	Frequency	0	7	23	52	18	100	3.81
		Score	0	14	69	208	90	381	
		Percent	0	7.0	23.0	52.0	18.0	100.0	
2	The teachers have the ability to teach the students by using appropriate teaching method.	Frequency	0	0	17	65	18	100	4.01
		Score	0	0	51	260	90	401	
		Percent	0	0	17.0	65.0	18.0	100.0	
3	The teachers have the ability to see the relevance of their work.	Frequency	0	2	24	64	10	100	3.82
		Score	0	4	72	256	50	382	
		Percent	0	2.0	24.0	64.0	10.0	100.0	
4	The teachers have the skills to make active efforts to improve instructional effectiveness.	Frequency	0	17	27	53	3	100	3.42
		Score	0	34	81	212	15	342	
		Percent	0	17.0	27.0	53.0	3.0	100.0	
5	The teachers have the ability to use modern techniques and useful skills in the classrooms.	Frequency	0	30	20	39	11	100	3.31
		Score	0	60	60	156	55	331	
		Percent	0	30.0	20.0	39.0	11.0	100.0	
6	The teachers have the ability to make active efforts to improve instructional effectiveness.	Frequency	0	7	25	64	4	100	3.65
		Score	0	14	75	256	20	365	
		Percent	0	7.0	25.0	64.0	4.0	100.0	
7	The teachers have the ability to improve instructional effectiveness.	Frequency	0	8	22	66	4	100	3.66
		Score	0	16	66	264	20	366	
		Percent	0	8.0	22.0	66.0	4.0	100.0	
8	The teachers have the ability to use learning activities that require the students to practice higher order thinking.	Frequency	11	19	33	26	11	100	3.07
		Score	11	38	99	104	55	307	
		Percent	11.0	19.0	33.0	26.0	11.0	100.0	
9	The teachers have the ability to use different strategies for problem solving.	Frequency	2	5	36	40	17	100	3.65
		Score	2	10	108	160	85	365	
		Percent	2.0	5.0	36.0	40.0	17.0	100.0	

Cont....

Table 20 **Page 2**

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
10	The teachers have the ability of Inspiring confidence in the students.	Frequency	0	7	8	73	12	100	3.90
		Score	0	14	24	292	60	390	
		Percent	0	7.0	8.0	73.0	12.0	100.0	
11	The teachers have the ability of relating the previous lesson with the current lesson.	Frequency	0	0	18	66	16	100	3.98
		Score	0	0	54	264	80	398	
		Percent	0	0	18.0	66.0	16.0	100.0	
12	The teachers have the ability of arousing student's interest in lesson.	Frequency	0	0	22	60	18	100	3.96
		Score	0	0	66	240	90	396	
		Percent	0	0	22.0	60.0	18.0	100.0	
13	The teachers have the ability to provide plenty of opportunities to students for practice.	Frequency	0	6	31	59	4	100	3.61
		Score	0	12	93	236	20	361	
		Percent	0	6.0	31.0	59.0	4.0	100.0	
14	The teachers have the ability to motivate the students towards learning.	Frequency	0	0	5	80	15	100	4.10
		Score	0	0	15	320	75	410	
		Percent	0	0	5.0	80.0	15.0	100.0	
15	The teachers have the ability to use learning activities that require students to practice higher order thinking	Frequency	0	11	40	44	5	100	3.43
		Score	0	22	120	176	25	343	
		Percent	0	11.0	40.0	44.0	5.0	100.0	

Mean of means= 3.66

The above table shows that 70% heads agreed that the teachers have the ability to choose the teaching method according to the situation, 83% heads agreed or strongly agreed that the teachers have the ability to teach the students by using appropriate teaching method. 74% heads agreed that the teachers have the ability to see the relevance of their work , 56% heads agreed that the teachers have the skills to make active efforts to improve instructional effectiveness. 50% heads agreed that the teachers have the ability to use modern techniques and useful skills in the classrooms. 68% heads agreed that the teachers have the ability to make active efforts to improve instructional effectiveness, 70% heads agreed that the teachers have the ability to improve

instructional effectiveness, 37% heads agreed that the teachers have the ability to use learning activities that require the students to practice higher order thinking, 57% heads agreed that the teachers have the ability to use different strategies for problem solving, 85% heads agreed that the teachers have the ability of inspiring confidence in the students , 82% heads agreed that the teachers have the ability of relating the previous lesson with the current lesson, 78% heads agreed that the teachers have the ability of arousing student's interest in lesson , 73% heads agreed that the teachers have the ability to provide plenty of opportunities to students for practice. 95% heads agreed or strongly agreed that the teachers have the ability to motivate the students towards learning and 49% heads agreed that the teachers have the ability to use learning activities that require students to practice higher older thinking.

All the fifteen statements of the skills appropriateness of the teaching methodologies. the heads agreed that the teachers are using appropriate teaching methodologies according to the demand of the subject they taught.

So, it can be concluded from the above table that the heads are satisfied with the performance of teachers on the skills of appropriateness of teaching methodologies. Mean of means lies between uncertain and agree showing positive trend.

Table 21: Maintaining Class Discipline

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers have the ability to maintain good order in the classroom.	Frequency	0	0	3	65	32	100	4.29
		Score	0	0	9	260	160	429	
		Percentage	0	0	9.0	65.0	32.0	100.0	
2	The teachers have the ability to deal the misbehaviors effectively.	Frequency	0	6	15	61	18	100	3.91
		Score	0	12	45	244	90	391	
		Percent	0	6.0	15.0	61.0	18.0	100.0	
3	The teachers have the ability to identify disruptive behavior.	Frequency	0	3	24	54	19	100	3.89
		Score	0	6	72	216	95	389	
		Percent	0	3.0	24.0	54.0	19.0	100.0	

Mean of means= 4.03

The above table shows that 97% heads agreed or strongly agreed that the teachers have the ability to maintain good order in the classroom, 79% heads agreed that the teachers have the ability to deal with misbehaviors effectively and 73% heads agreed that the teachers have the ability to identify disruptive behavior.

From the above three statements of class discipline skills majority of the heads are satisfied with the performance of teachers on class discipline skills. Mean of means lies between agree and strongly agree showing strong positive trend

Table 22: Teacher Classroom Behavior

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers possess good classroom behavior.	Frequency	0	5	10	69	15	99	3.91
		Score	0	10	30	276	75	391	
		Percent	0	5.0	10.0	69.0	15.0	99.0	
2	The teachers have the experience about teaching and learning.	Frequency	0	0	3	89	7	99	4.00
		Score	0	0	9	356	35	400	
		Percent	0	0	3.0	89.0	7.0	99.0	
3	The teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.	Frequency	0	6	17	62	14	99	3.81
		Score	0	12	51	248	70	381	
		Percent	0	6.0	17.0	62.0	14.0	99.0	

Mean of means= 3.90

The above table shows that 85% heads agreed that the teachers possess good classroom behavior. 97% heads agreed or strongly agreed that the teachers have the experience about teaching and learning and 77% agreed that the teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.

From the above three statements of teacher classroom behavior majority of the heads are in favour that the teachers possess good classroom behavior. Mean of means lies between uncertain and agree showing positive trend.

Table 23: Formulation of Appropriate Questions

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to use proper questioning during the lesson.	Frequency	0	5	13	69	13	100	3.90
		Score	0	10	39	276	65	390	
		Percent	0	5.0	13.0	69.0	13.0	100.0	
2	The teachers have the ability to use lower cognitive and higher cognitive questions to check student's understanding.	Frequency	0	11	34	50	5	100	3.49
		Score	0	22	102	200	25	349	
		Percent	0	11.0	34.0	50.0	5.0	100.0	
3	The teachers have the ability to properly handle the student's questions.	Frequency	0	0	24	56	20	100	3.96
		Score	0	0	72	224	100	396	
		Percent	0	0	24.0	56.0	20.0	100.0	
4	The teachers have the ability to use regular questioning to gauge pupils progress.	Frequency	0	5	23	62	10	100	3.77
		Score	0	10	69	248	50	377	
		Percent	0	5.0	23.0	62.0	10.0	100.0	
5	The teachers have the ability to use questioning to stimulate the students thinking during instructions.	Frequency	0	10	25	52	13	100	3.68
		Score	0	20	75	208	65	368	
		Percent	0	10.0	25.0	52.0	13.0	100.0	

Mean of means= 3.76

The above table shows that 82% heads agreed that the teachers have the ability to use proper questioning during the lesson, 55%heads agreed that the teachers have the ability to use lower cognitive and higher cognitive questions to check student's understanding, 76% heads agreed that the teachers have the ability to properly handle the student's questions, 72% heads agreed that the teachers have the ability to use regular questioning to gauge pupils progress and 65% heads agreed that the teachers have the ability to use questioning to stimulate the students thinking during instructions .

From the above five statements of the formulation of appropriate questions majority of the heads agreed that the teachers have the skills to formulate the appropriate questions. Mean of means lies between uncertain and agree showing positive trend.

Table 24: Checking of Homework

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers give homework regularly.	Frequency	0	5	16	64	15	100	3.89
		Score	0	10	48	256	75	389	
		Percent	0	5.0	16.0	64.0	15.0	100.0	
2	The teachers check the homework regularly.	Frequency	0	11	35	44	10	100	3.53
		Score	0	22	105	176	50	353	
		Percent	0	11.0	35.0	44.0	10.0	100.0	

Mean of means= 3.71

The above table shows that 79% heads agreed that the teachers give homework regularly and 54% agreed that the teachers' check the homework regularly.

From the above two statements it can be concluded that heads are satisfied that the teachers give and check the homework regularly. Mean of means lies between uncertain and agree showing positive trend.

Table 25: Checking of Class Work

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers give class work regularly.	Frequency	0	1	16	61	22	100	4.04
		Score	0	2	48	244	110	404	
		Percent	0	1.0	16.0	61.0	22.0	100.0	
2	The teachers check the class work regularly.	Frequency	0	0	35	50	15	100	3.80
		Score	0	0	105	200	75	380	
		Percent	0	0	35.0	50.0	15.0	100.0	

Mean of means= 3.92

The above table shows that 83% heads agree that teachers give class work regularly, 65% heads agreed that the teachers' check the class work regularly.

From the above two statements it can be concluded that the heads are satisfied that the teachers give and check the class work regularly. Mean of means lies between uncertain and agree showing positive trend.

students.	100%	0	14.0	10.0	02.0	11.0	100.0
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Mean of means= 3.95

The above table shows that 81% heads agreed that the teachers have the ability to inspire confidence in students, 79% heads agreed that the teachers have the ability to appreciate the student’s efforts and 72% heads agreed that the teachers have the ability to reinforce the correct behavior of the students.

From the above three statements it can be concluded that heads favour that the teachers inspire confidence in the students regularly. Mean of means lies between uncertain and agree showing positive trend.

Table 27: Evaluation Skills

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teachers have the ability to use evaluation techniques.	Frequency	0	10	20	51	19	100	3.79
		Score	0	20	60	204	95	379	
		Percent	0	10.0	20.0	51.0	19.0	100.0	
2	The teachers evaluate the students properly.	Frequency	0	16	24	45	15	100	3.59
		Score	0	32	72	180	75	359	
		Percent	0	16.0	24.0	45.0	15.0	100.0	
3	The teachers have the ability to conduct classroom test for evaluating the student's performance.	Frequency	0	5	28	46	21	100	3.83
		Score	0	10	84	184	105	383	
		Percent	0	5.0	28.0	46.0	21.0	100.0	
4	The teachers have the ability to use evaluation skills for judging the student's achievements.	Frequency	0	7	36	39	18	100	3.68
		Score	0	14	108	156	90	368	
		Percent	0	7.0	36.0	39.0	18.0	100.0	
5	The teachers have the ability to use diagnostic evaluation skill to identify the problems in learning.	Frequency	0	18	36	38	8	100	3.36
		Score	0	36	108	152	40	336	
		Percent	0	18.0	36.0	38.0	8.0	100.0	
6	The teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.	Frequency	2	6	33	44	15	100	3.64
		Score	2	12	99	176	75	364	
		Percent	2.0	6.0	33.0	44.0	15.0	100.0	

Mean of means= 3.64

The above table shows that 70% heads agreed that the teachers have the ability to use evaluation techniques. 60% heads agreed that the teachers evaluate the students properly. 67% heads agreed that the teachers have the ability to conduct classroom test for evaluating the student's performance. 57% heads agreed that the teachers have the ability to use evaluation skills for judging the student's achievements. 46% heads agreed that the teachers have the ability to use diagnostic evaluation skill to identify the problems in learning and 59% heads agreed that the teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.

From the above five statements it can be concluded that heads agreed that the teachers have the ability to use the evaluation skills properly. Mean of means lies between uncertain and agree showing positive trend.

SUMMARY OF THE OPINION OF THE HEADS ABOUT THE TEACHING SKILLS:

<i>S.No</i>	<i>Skills</i>	<i>Mean</i>
1	Lesson planning skills	3.74
2	Lesson presentation skills	3.89
3	Lesson management skills	3.79
4	Maintaining Social Climate	3.97
5	Command over the subject	3.41
6	Appropriate teaching methodologies	3.66
7	Maintaining class discipline	4.03
8	Teacher Classroom Behavior	3.90
9	Formulation of appropriate questions	3.76
10	Checking of homework regularly	3.71
11	Checking of class work regularly	3.92
12	Inspiring confidence in students	3.95
13	Evaluation skills	3.64
14	Over all Skills	3.83

PART III

4.3: ANALYSIS OF TEACHER TRAINERS PERCEPTIONS:

Table 28: Appropriateness of Teacher Training Program

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The participant teachers had positive attitude towards teacher training programs	Frequency	0	3	15	55	27	100	4.03
		scores	0	6	45	220	135	406	
		Percent	0	3.0	15.0	55.0	27.0	100.0	
2	The objectives of teacher training programs are realistic and achievable.	Frequency	6	11	8	54	21	100	3.73
		Score	6	22	24	216	105	373	
		Percent	6.0	11.0	8.0	54.0	21.0	100.0	
3	The aims of teacher training programs are according to the demands of education.	Frequency	7	20	22	40	11	100	3.28
		Score	7	40	66	160	55	328	
		Percent	7.0	20.0	22.0	40.0	11.0	100.0	
4	The curriculum of teacher training programs is useful for producing effective teachers.	Frequency	2	18	5	56	19	100	3.72
		Score	2	38	15	224	95	374	
		Percent	2.0	18.0	5.0	56.0	19.0	100.0	
5	The teacher training programs are providing new ideas for teaching.	Frequency	3	7	16	56	18	100	3.79
		Score							
		Percent							
6	The duration of teacher training programs are appropriate.	Frequency	4	13	17	41	25	100	3.70
		Score	4	26	51	164	125	370	
		Percent	4.0	13.0	17.0	41.0	25.0	100.0	
7	The methods and techniques used in teacher training programs are reliable.	Frequency	4	10	40	41	5	100	3.33
		Score	4	20	120	164	25	333	
		Percent	4.0	10.0	40.0	41.0	5.0	100.0	
8	The curriculum of teacher training programs arouses interest in learning.	Frequency	3	12	23	46	16	100	3.60
		Score	3	24	69	184	80	360	
		Percent	3.0	12.0	23.0	46.0	16.0	100.0	
9	The teacher training programs enhance teacher's knowledge in teaching methodologies.	Frequency	3	8	11	54	24	100	3.88
		Score	3	16	33	216	120	388	
		Percent	3.0	8.0	11.0	54.0	24.0	100.0	
10	The teacher training programs help the teachers to understand important ideas.	Frequency	6	19	39	36	6	100	3.35
		Score	6	38	117	144	30	335	
		Percent	6.0	19.0	39.0	36.0	6	100	

Cont.....

Table 28 **Page 2**

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
11	The teacher training programs help the teachers to state objectives in behavioral terms.	Frequency	2	15	17	45	21	100	3.68
		Score	2	30	51	180	105	368	
		Percent	2.0	15.0	17.0	45.0	21.0	100.0	
12	The teacher training programs help the teachers to organize their work.	Frequency	2	3	17	54	24	100	3.95
		Score	2	6	51	216	120	395	
		Percent	2.0	3.0	17.0	54.0	24.0	100.0	
13	The teacher training programs enable the teachers to solve their problems independently.	Frequency	4	11	19	49	17	100	3.64
		Score	4	22	57	196	85	364	
		Percent	4.0	11.0	19.0	49.0	17.0	100.0	

Mean of means=3.66

The data in the above table reveals that 82% teacher trainers strongly agreed or agreed that the participant teachers have positive attitude towards teacher training programs, 75% teacher trainers agreed that the objectives of teacher training programs are realistic and achievable. 51% teacher trainers agreed that the aims of teacher training programs are according to the demands of education . 75% teacher trainers agreed that the curriculum of teacher training programs is useful for producing effective teachers. 74% teacher trainers agreed that the teacher training programs are providing new ideas for teaching. 66% teacher trainers agreed that the duration of teacher training programs is appropriate . 45% teacher trainers slightly agreed that the methods and techniques used in teacher training programs are reliable. 62% teacher trainers agreed that the curriculum of teacher training programs arouses interest in learning. 78% teacher trainers agreed that the teacher training programs enhance teacher's knowledge in teaching methodologies , 42% teacher trainers slightly agreed that the teacher training programs help the teachers to understand important ideas, 66% teacher trainers agreed that the teacher training programs help the teachers to state objectives in behavioral

terms, 78% teacher trainers agreed that the teacher training programs help the teachers to organize their work and 66% teacher trainers agreed that the teacher training programs enable the teachers to solve their problems independently.

From the above statements of the appropriateness of teacher training program majority of the teacher trainers are in favour of the effectiveness of the Teacher Training Program. The Mean of means lies between uncertain and agreed showing a slightly positive trend.

Table 29: Quality of Teacher Trainers

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	The teacher trainers in teacher training institutes are well qualified.	Frequency	6	17	9	43	25	100	3.64
		Score	6	34	27	172	125	364	
		Percent	6.0	17.0	9.0	43.0	25.0	100.0	
2	The teacher trainers in teacher training institutes trained the teachers according to the needs of the society.	Frequency	10	10	21	43	16	100	3.45
		Score	10	20	63	172	80	345	
		Percent	10.0	10.0	21.0	43.0	16.0	100.0	
3	The teacher trainers in teacher training institutes equip the teachers with latest techniques and methodologies.	Frequency	10	18	18	48	6	100	3.22
		Score	10	36	54	192	30	322	
		Percent	10.0	18.0	18.0	48.0	6.0	100.0	

Mean of means=3.43

The data in the above table reveals that 68% teacher trainers agreed that the teacher trainers in teacher training institutes are well qualified. 59% teacher trainers agreed that teacher trainers in teacher training institutes trained the teachers according to the needs of society. 64% teacher trainers agreed that teacher trainers in teacher training institutes equip the teachers with latest techniques and methodologies.

From the above three statements of the quality of teacher trainer's majority of the teacher trainers are not fully satisfied with the quality and performance of the teacher trainers. The Mean of means lies between uncertain and agreed showing slightly positive trend.

Table 30: Lesson Planning Skills

S.NO	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Plans the lesson well.	Frequency	3	7	14	32	44	100	4.07
		Score	3	14	42	128	220	407	
		Percent	3.0	7.0	14.0	32.0	44.0	100.0	
2	Identify intended learning outcomes.	Frequency	9	3	10	52	26	100	3.83
		Score	9	6	30	208	130	383	
		Percent	9.0	3.0	10.0	52.0	26.0	100.0	
3	Prepares the lesson objectives before going to class.	Frequency	5	7	5	47	36	100	4.02
		Score	5	14	15	188	180	402	
		Percent	5.0	7.0	5.0	47.0	36.0	100.0	
4	Plan the lesson according to the needs of the students.	Frequency	7	6	11	44	32	100	3.88
		Score	7	12	33	176	160	388	
		Percent	7.0	6.0	11.0	44.0	32.0	100.0	

Mean of the mean = 3.95

The data in the above table reveals that 76% teacher trainers agreed that the teacher can plan the lesson well, 78% teacher trainers agreed that the teachers can identify learning out comes. 76% teacher trainers agreed that the teachers can prepare the lesson objectives before going to class and 76% teacher trainers agreed that the teachers can plan the lesson according to the needs of the students.

From the above four statements of lesson planning skills majority of the teacher trainers agreed that after training teachers can plan the lesson very well and according to the demands of the students.

Table 31: Lesson Presentation Skills

S.NO	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Present the material effectively	Frequency	5	6	14	47	28	100	3.87
		Score	5	12	42	188	140	387	
		Percent	5.0	6.0	14.0	47.0	28.0	100.0	
2	Adjust the teaching styles according to students learning styles	Frequency	6	10	19	44	21	100	3.64
		Score	6	20	57	176	105	364	
		Percent	6.0	10.0	19.0	44.0	21.0	100.0	
3	Introduce the lesson in a very interesting way.	Frequency	5	11	12	36	36	100	3.87
		Score	5	22	36	144	180	387	
		Percent	5.0	11.0	12.0	36.0	36.0	100.0	
4	Involve the students in learning activities.	Frequency	2	10	13	42	33	100	3.94
		Score	2	20	39	168	165	394	
		Percent	2.0	10.0	13.0	42.0	33.0	100.0	
5	Build the relationship between the learning experiences and effective instructions.	Frequency	8	8	18	42	24	100	3.66
		Score	8	16	54	168	120	366	
		Percent	8.0	8.0	18.0	42.0	24.0	100.0	

Mean of the mean=3.79

The data in the above table reveals that 75% teacher trainers agreed that the teachers can present the material effectively. 72% teacher trainers agreed that the teachers can adjust the teaching styles according to students learning styles, 75% teacher trainers agreed that the teachers can introduce the lesson in a very interesting way. 66% teacher trainers agreed that the teachers can Involve the students in learning activities and 65% teacher trainers agreed that the teachers can build the relationship between the learning experiences and effective instructions.

From the above five statements of lesson presentation skills, majority of the teacher trainers agreed that training develops good presentation skills in the teachers. The Mean of the mean lies between the uncertain and agree showing a positive trend.

Table 32: Lesson Management Skills

<i>S.NO</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	Manage and organize the lesson.	Frequency	4	5	11	54	26	100	3.93
		Score	4	10	33	216	130	393	
		Percent	4.0	5.0	11.0	54.0	26.0	100.0	
2	Teach the new lesson on the basis of the student's previous knowledge.	Frequency	5	7	1	48	39	100	4.09
		Score	5	14	3	192	195	409	
		Percent	5.0	7.0	1.0	48.0	39.0	100.0	
3	Clearly and carefully formulate the course material.	Frequency	0	5	24	48	23	100	3.89
		Score	0	10	72	192	115	389	
		Percent	0	5.0	24.0	48.0	23.0	100.0	
4	Split the learning material into sequence.	Frequency	3	4	16	43	34	100	4.01
		Score	3	8	48	172	170	401	
		Percent	3.0	4.0	16.0	43.0	34.0	100.0	

Mean of means=3.98

The data in the above table reveals that 70% teacher trainers agreed that the teachers can manage and organize the lesson.. 81% teacher trainers agreed or strongly agreed that the teachers can teach the new lesson on the basis of the student's previous knowledge. 71% teacher trainers agreed that the teachers can clearly and carefully formulate the course material, and 77% teacher trainers agreed that the teachers can split the learning material into sequence.

From the four statements of lesson management skills majority of the teacher trainers agreed that teachers can perform very well on lesson management skills. Mean of means lies between the uncertain and agree showing a positive trend.

Table 33: Maintaining Social Climate

S.NO	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Maintain good climate in the class.	Frequency	1	9	22	33	35	100	3.92
		Score	1	18	66	132	175	392	
		Percent	1.0	9.0	22.0	33.0	35.0	100.0	
2	Maintain pleasant atmosphere for learning.	Frequency	4	9	7	40	40	100	4.03
		Score	4	18	21	160	200	403	
		Percent	4.0	9.0	7.0	40.0	40.0	100.0	
3	Develop strong interaction between students and teacher.	Frequency	7	5	11	42	35	100	3.93
		Score	7	10	33	168	175	393	
		Percent	7.0	5.0	11.0	42.0	35.0	100.0	
4	Develop trust of the students.	Frequency	4	5	11	45	35	100	4.02
		Score	4	10	33	180	175	402	
		Percent	4.0	5.0	11.0	45.0	35.0	100.0	
5	Develop the student's interest in learning.	Frequency	5	5	9	46	35	100	4.01
		Score	5	10	27	184	175	401	
		Percent	5.0	5.0	9.0	46.0	35.0	100.0	
6	Make the classroom climate effective for teaching and learning.	Frequency	4	10	6	39	41	100	4.03
		Score	4	20	18	156	205	403	
		Percent	4.0	10.0	6.0	39.0	41.0	100.0	

Mean of means=3.99

The data in the above table reveals that 68% teacher trainers agreed that the teachers can maintain good atmosphere in the class , 80% teacher trainers agreed or strongly agreed that the teachers can maintain pleasant atmosphere for learning, 77% teacher trainers agreed that the teachers can develop strong interaction between students and teacher.. 80% teacher trainers agreed or strongly agreed that the teachers can develop trust of the students. 81% teacher trainers agreed or strongly agreed that the teachers can ability to develop the student's interest in learning and 80% teacher trainers agreed or strongly agreed that the teachers can make the classroom atmosphere effective for teaching and learning.

From the five statements of classroom climate skills, majority of the teacher trainers are satisfied from the performance of teachers on the skills of maintaining good classroom atmosphere. The Mean of means lies between uncertain and agree showing positive trend.

Table 34: Command over the Subject

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	Full command over the subject.	Frequency	6	5	15	37	37	100	3.94
		Score	6	10	45	148	185	394	
		Percent	6.0	5.0	15.0	37.0	37.0	100.0	
2	Acquire knowledge beyond the prescribed syllabus.	Frequency	4	10	29	19	38	100	3.77
		Score	4	20	87	76	190	377	
		Percent	4.0	10.0	29.0	19.0	38.0	100.0	
3	The ability to provide latest information about the subject.	Frequency	8	10	21	26	35	100	3.70
		Score	8	20	63	104	175	370	
		Percent	8.0	10.0	21.0	26.0	35.0	100.0	

Mean of means=3.80

The data in the above table reveals that 74% teacher trainers agreed that the teachers have full command over the subject. 57% agreed that the teachers can acquire knowledge beyond the prescribed syllabus and 61% teacher trainers agreed that the teachers can provide latest information about the subject.

From the above three statements of the skill command over the subject, majority of the teacher trainers are satisfied with the performance of teachers on the skill command over the subject. Mean of means lies between the uncertain and agree showing positive trend.

Table 35: Appropriate Teaching Methods

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Choose the teaching method according to the situation.	Frequency	6	13	13	40	28	100	3.71
		Score	6	26	39	160	140	371	
		Percent	6.0	13.0	13.0	40.0	28.0	100.0	
2	Teach the students by using appropriate teaching method.	Frequency	6	8	18	45	23	100	3.71
		Score	6	16	54	180	115	371	
		Percent	6.0	8.0	18.0	45.0	23.0	100.0	
3	See the relevance of their work.	Frequency	3	9	21	52	15	100	3.67
		Score	3	18	63	208	75	367	
		Percent	3.0	9.0	21.0	52.0	15.0	100.0	
4	Make active efforts to improve instructional effectiveness.	Frequency	3	8	27	33	29	100	3.77
		Score	3	16	81	132	145	377	
		Percent	3.0	8.0	27.0	33.0	29.0	100.0	
5	Use modern techniques and useful skills in the classrooms.	Frequency	8	18	21	33	20	100	3.39
		Score	8	36	63	132	100	339	
		Percent	8.0	18.0	21.0	33.0	20.0	100.0	
6	Make active efforts to improve instructional effectiveness.	Frequency	8	7	23	46	16	100	3.82
		Score	8	14	96	184	80	382	
		Percent	8.0	7.0	23.0	46.0	16.0	100.0	
7	Use modern techniques and useful skills in the classrooms.	Frequency	10	17	12	28	33	100	3.57
		Score	10	34	36	112	165	357	
		Percent	10.0	17.0	12.0	28.0	33.0	100.0	
8	Improve instructional effectiveness.	Frequency	5	17	11	49	18	100	3.58
		Score	5	34	33	196	90	358	
		Percent	5.0	17.0	11.0	49.0	18.0	100.0	
9	Use learning activities that require the students to practice higher order thinking.	Frequency	6	9	27	30	28	100	3.65
		Score	6	18	81	120	140	365	
		Percent	6.0	9.0	27.0	30.0	28.0	100.0	
10	Use different strategies for problem solving.	Frequency	4	17	17	31	31	100	3.68
		Score	4	34	51	124	155	368	
		Percent	4.0	17.0	17.0	31.0	31.0	100.0	
11	Inspiring confidence in the students.	Frequency	0	10	16	36	38	100	4.02
		Score	0	20	48	144	190	402	
		Percent	0	10.0	16.0	36.0	38.0	100.0	
12	Relate the previous lesson with the current lesson.	Frequency	2	7	10	40	41	100	4.11
		Score	2	14	30	160	205	411	
		Percent	2.0	7.0	10.0	40.0	41.0	100.0	

13	Arouse student's interest in lesson.	Frequency	7	7	14	37	35	100	3.86
		Score	7	14	42	148	175	386	
		Percent	7.0	7.0	14.0	37.0	35.0	100.0	
14	Provide plenty of opportunities to students for practice.	Frequency	3	5	11	60	21	100	3.91
		Score	3	10	33	240	105	391	
		Percent	3.0	5.0	11.0	60.0	21.0	100.0	
15	Motivate the students towards learning.	Frequency	5	17	42	36	5	100	3.34
		Score	5	34	126	144	25	334	
		Percent	5.0	17.0	42.0	36.0	5.0	100.0	
16	Use learning activities that require students to practice higher order thinking	Frequency	8	8	24	27	33	100	3.69
		Score	8	16	72	108	165	369	
		Percent	8.0	8.0	24.0	27.0	33.0	100.0	

Mean of means=3.70

The data in the above table reveals that 68% teacher trainers agreed that the teachers can choose the teaching method according to the situation, 68% agreed that the teachers have the ability to teach the students by using appropriate teaching method and mean score is 3.71. 67% agreed that the teachers have the ability to see the relevance of their work, and Mean score is 3.67. 62% agreed or strongly agreed that the teachers have the ability to make active efforts to improve instructional effectiveness and Mean score is 3.77. 53% agreed that the teachers have the ability to use modern techniques and useful skills in the classrooms and the Mean score is 3.39. 62% agreed that the teachers have the ability to make active efforts to improve instructional effectiveness and the Mean score is 3.55. 61% agreed that the teachers have the ability to use modern techniques and useful skills in the classrooms. 67% teacher trainers agreed that the teachers can improve instructional effectiveness, 58% teacher trainers agreed that the teachers can use learning activities that require the students to practice higher order thinking . 62% teacher trainers agreed that the teachers can use different strategies for problem solving, 74% teacher trainers agreed that the teachers can inspire confidence in the students . 81% teacher trainers agreed that the teachers can relate the previous lesson with the

current lesson, 72% teacher trainers agreed that the teachers can arise student’s interest in lesson.

81% teacher trainers agreed that the teachers can provide plenty of opportunities to students for practice, 81% teacher trainers agreed that the teachers can relate the previous lesson with the current lesson, 72% teacher trainers agreed that the teachers can arise student’s interest in lesson, 41% teacher trainers agreed that the teachers can motivate the students towards learning and 60% agreed that the teachers have the ability to identify disruptive behavior.

From the statements appropriate teaching skills majority of the teacher trainers agreed that after training teachers can perform very well in choosing appropriate teaching methods and arise interest of the students. The Mean of means lies between uncertain and agree showing positive trend.

Table 36: Maintaining Class Discipline

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Maintain good order in the classroom.	Frequency	0	12	12	39	37	100	4.01
		Score	0	24	36	156	185	401	
		Percent	0	12.0	12.0	39.0	37.0	100.0	
2	Deal misbehavior effectively.	Frequency	7	11	16	38	28	100	3.69
		Score	7	22	48	152	140	369	
		Percent	7.0	11.0	16.0	38.0	28.0	100.0	
3	Identify disruptive behavior.	Frequency	8	8	18	40	26	100	3.68
		Score	8	16	54	160	130	368	
		Percent	8.0	8.0	18.0	40.0	26.0	100.0	

Mean of means=3.79

The data in the above table reveals that 76% teacher trainers agreed that the teachers can maintain good order in the classroom and. 66% teacher trainers agreed that the teachers can deal with misbehavior effectively and 66% teacher trainers agreed that the teachers can provide latest information about the subject. From the above three statements on class discipline skill, majority of the teacher trainers agreed that after getting teacher training they

can maintain good discipline in the class.. The Mean of means lies between uncertain and agree showing positive trend.

Table 37: Teacher Classroom Behavior

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	The teachers possess good classroom bahavior.	Frequency	4	4	18	44	30	100	3.92
		Score	4	8	54	176	150	392	
		Percent	4.0	4.0	18.0	44.0	30.0	100.0	
2	The teachers have the experience about teaching and learning.	Frequency	6	5	14	37	38	100	3.96
		Score	6	10	42	148	190	396	
		Percent	6.0	5.0	14.0	37.0	38.0	100.0	
3	Develop the qualities of flexibility, creativity and adaptability to influence the student`s achievements.	Frequency	2	5	18	48	27	100	3.93
		Score	2	10	54	192	135	393	
		Percent	2.0	5.0	18.0	48.0	27.0	100.0	

Mean of means=3.93

The data in the above table reveals that 74% teacher trainers agreed that the teachers possess the teachers possess good classroom behavior, 75%teacher trainers agreed that the teachers have the experience about teaching and learning. 75% teacher trainers agreed that the teachers have the ability to develop the qualities of flexibility, creativity and adaptability to influence the student`s achievements .

From the above three statements on the class discipline skill, majority of the teacher trainers agreed that teacher training develops the characteristics of good teacher. The mean of means lies between uncertain and agree showing positive trend.

Table 38: Formulation of Appropriate Questions

S.NO	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Use proper questioning during the lesson.	Frequency	3	6	17	43	31	100	3.93
		Score	3	12	51	172	155	393	
		Percent	3.0	6.0	17.0	43.0	31.0	100.0	
2	Lower cognitive and higher cognitive questions to check student's understanding.	Frequency	0	3	25	51	21	100	3.90
		Score	0	6	75	204	105	390	
		Percent	0	3.0	25.0	51.0	21.0	100.0	
3	Properly handle the student's questions.	Frequency	5	11	13	52	19	100	3.69
		Score	5	22	39	208	95	369	
		Percent	5.0	11.0	13.0	52.0	19.0	100.0	
4	Use regular questioning to gauge pupils progress.	Frequency	5	13	26	40	16	100	3.49
		Score	5	26	78	160	80	349	
		Percent	5.0	13.0	26.0	40.0	16.0	100.0	
5	Use questioning to stimulate the students thinking during instructions.	Frequency	5	9	18	41	27	100	3.76
		Score	5	18	54	164	135	376	
		Percent	5.0	9.0	18.0	41.0	27.0	100.0	

Mean of means=3.75

The data in the above table reveals that 74% teacher trainers agreed that the teachers can use proper questioning during the lesson. 72% teacher trainers agreed that the teachers can use lower cognitive and higher cognitive questions to check students understanding and 61% teacher trainers agreed that the teachers can properly handle the student's question.

From the above three statements of the class discipline skill, majority of the teacher trainers agreed that teacher training develops the quality of good questioning technique and also the quality to handle the students questions properly.

Table 39: Checking of Home Work

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	Give homework regularly.	Frequency	13	13	15	38	21	100	3.41
		Score	13	26	45	152	105	341	
		Percent	13.0	13.0	15.0	38.0	21.0	100.0	
2	Check the homework regularly.	Frequency	15	19	11	32	23	100	3.29
		Score	15	38	33	128	115	329	
		Percent	15.0	19.0	11.0	32.0	23.0	100.0	

Means of mean= 3.35

The data in the above table reveals that 69% teacher trainers agreed that the teachers can give homework regularly, 55% teacher trainers agreed that the teachers can check the homework regularly.

So, it can be concluded from the above table that teacher trainers agreed that the trained can better give and check the home work regularly and affectively teacher. The means of means lies between the uncertain and agree showing slightly positive response.

Table 40: Checking of Class Work

<i>S.No</i>	<i>Statement</i>		<i>SDA</i>	<i>DA</i>	<i>UNC</i>	<i>A</i>	<i>SA</i>	<i>Total</i>	<i>Mean</i>
1	Give class work regularly.	Frequency	14	9	13	31	33	100	3.60
		Score	14	18	39	124	165	360	
		Percent	14.0	9.0	13.0	31.0	33.0	100.0	
2	Check the class work regularly.	Frequency	14	17	15	25	29	100	3.38
		Score	14	34	45	100	145	338	
		Percent	14.0	17.0	15.0	25.0	29.0	100.0	

Means of mean=3.49

The data in the above table reveals that 64% teacher trainers agreed that the teachers give class work regularly. 54% teacher trainers agreed that the teachers check the class work regularly.

So, it can be concluded from the above table that teacher trainers agreed that the trained teachers can handle the classroom work and it's checking exceptionally well. The Means of means lies between the uncertain and agree showing slightly positive response.

Table 41: Inspiring Confidence in Students

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Inspire confidence in students.	Frequency	3	10	11	41	35	100	3.95
		Score	3	20	33	164	175	395	
		Percent	3.0	10.0	11.0	41.0	35.0	100.0	
2	Appreciate the student's efforts.	Frequency	6	10	9	34	41	100	3.94
		Score	6	20	27	136	205	394	
		Percent	6.0	10.0	9.0	34.0	41.0	100.0	
3	Reinforce the correct behavior of the students.	Frequency	11	11	14	26	38	100	3.69
		Score	11	22	42	104	190	369	
		Percent	11.0	11.0	14.0	26.0	38.0	100.0	

Mean of means=3.86

The data in the above table reveals that 76% teacher trainers agreed that the teachers can inspire confidence in students, 75% teacher trainers agreed that the teachers can appreciate the student's efforts and 64% teacher trainers agreed that the teachers can reinforce the correct behavior of the students.

So, it can be concluded from the above table that the trained teachers can reinforce the correct behavior of the students. The Mean of means lies between the uncertain and agree showing positive response.

Table 42: Evaluation Skills

S.No	Statement		SDA	DA	UNC	A	SA	Total	Mean
1	Use evaluation techniques effectively.	Frequency	6	10	14	40	30	100	3.78
		Score	6	20	42	160	150	378	
		Percent	6.0	10.0	14.0	40.0	30.0	100.0	
2	Evaluate the students properly.	Frequency	5	12	17	37	29	100	3.73
		Score	5	24	51	148	145	373	
		Percent	5.0	12.0	17.0	37.0	29.0	100.0	
3	Conduct classroom test for evaluating the student's performance.	Frequency	8	11	8	44	29	100	3.75
		Score	8	22	24	176	145	375	
		Percent	8.0	11.0	8.0	44.0	29.0	100.0	
4	Use evaluation skills for judging the student's achievements.	Frequency	5	11	9	50	25	100	3.79
		Score	5	22	27	200	125	379	
		Percent	5.0	11.0	9.0	50.0	25.0	100.0	
5	Use diagnostic evaluation skill to identify the problems in learning.	Frequency	5	13	24	36	22	100	3.59
		Score	5	26	72	146	110	359	
		Percent	5.0	13.0	24.0	36.0	22.0	100.0	
6	Use evaluation skills to identify the strengths and weaknesses of the students.	Frequency	8	13	19	40	20	100	3.51
		Score	8	26	57	160	100	351	
		Percent	8.0	13.0	19.0	40.0	20.0	100.0	

Mean of means=3.06

The data in the above table reveals that 70% teacher trainers agreed that the teachers can use evaluation techniques effectively, 66% teacher trainers agreed that the teachers evaluate the students properly, 73% teacher trainers agreed that the teachers can conduct classroom test for evaluating the student's performance, 75% teacher trainers agreed that the teachers can use evaluation skills for judging the student's achievements. 58% teacher trainers agreed that the teachers can use diagnostic evaluation skill to identify the problems in learning and 60% teacher trainers agreed that the teachers can use evaluation skills to identify the strengths and weaknesses of the students.

So. it can be concluded from the above discussion that teacher trainers agreed that teacher training equip the teachers with evaluation techniques. The Mean of means lies between the uncertain and agree showing positive response.

SUMMARY OF THE OPINION OF THE TEACHER TRAINERS ABOUT THE TEACHING SKILLS:

<i>S.No</i>	<i>Skills</i>	<i>Mean</i>
1	Appropriateness of teacher training program	3.66
2	Quality of teacher trainers	3.43
3	Lesson planning skills	3.95
4	Lesson presentation skills	3.79
5	Lesson management skills	3.98
6	Maintaining Social Climate	3.99
7	Command over the subject	3.80
8	Appropriate teaching methodologies	3.70
9	Maintaining Class discipline	3.79
10	Teacher classroom Behavior	3.93
11	Formulation of appropriate questions	3.75
12	Checking of homework regularly	3.35
13	Checking of class work regularly	3.49
14	Inspiring confidence in students	3.86
15	Evaluation skills	3.06
16	Over All skills	3.76

Mean of the means=3.76

PART IV

4.4 ANALYSIS OF DATA COLLECTED THROUGH CLASSROOM OBSERVATION OF TEACHERS

Table 43 Lesson Planning Skills

			01	02	03	04	05		
S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Well planned objectives.	Frequency	0	25	48	27	0	100	3.02
		Score	0	50	144	108	0	302	
		Percent	0	25.0	48.0	27.0	0	100.0	
2	The lesson planned according to the needs of the students.	Frequency	0	20	41	26	13	100	3.32
		Score	0	40	123	104	65	332	
		Percent	0	20.0	41.0	26.0	13.0	100.0	
3	Identification of intended learning outcomes.	Frequency	0	32	41	19	8	100	3.03
		Score	0	64	123	76	40	303	
		Percent	0	32.0	41.0	19.0	8.0	100.0	

Mean of means=3.12

The above table shows that 27% teachers planned the objectives of the lesson, 39 % teachers planned the lesson according to the needs of the students and 27% teachers could identify the intended learning outcome. The Mean of means is 3.12 which lie between good and satisfactory showing slightly positive trend. Only 13% teachers reached "excellent level."

Table 44: Lesson Presentation Skills

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Presentation of the material.	Frequency	0	0	44	43	13	100	3.69
		Score	0	0	132	172	65	369	
		Percent	0	0	44.0	43.0	13.0	100.0	
2	Introducing the lesson in a very interesting way.	Frequency	0	0	49	51	0	100	3.51
		Score	0	0	147	204	0	351	
		Percent	0	0	49	51	0	100	
3	Involving the students in learning activities.	Frequency	0	0	44	29	27	100	3.83
		Score	0	0	132	116	135	383	
		Percent	0	0	44.0	29.0	27.0	100.0	
4	Building relationship between the learning experiences and effective instructions.	Frequency	0	6	51	43	0	100	3.37
		Score	0	12	153	172	0	337	
		Percent	0	6.0	51.0	43.0	0	100.0	

Mean of means=3.60

The above table shows that 56% teachers presented the material effectively, 51% teachers introduced the lesson in a very interesting way, 56% teachers involved the students in learning activities and 43% teachers built relationship between the learning experiences and effective instructions. The Mean of means is 3.60 which lie between the good and satisfactory showing slightly positive trend. Only 27% teachers reached “excellent level.”

Table 45: Lesson Management Skills

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Managing and organizing the lesson.	Frequency	0	6	25	63	6	100	3.69
		Score	0	12	75	252	30	369	
		Percent	0	6.0	25.0	63.0	6.0	100.0	
2	Teaching new lesson on the basis of the student's previous knowledge.	Frequency	0	12	23	51	14	100	3.67
		Score	0	24	69	204	70	367	
		Percent	0	12.0	23.0	51.0	14.0	100.0	
3	Split the learning material into sequence.	Frequency	0	12	37	51	0	100	3.39
		Score	0	24	111	204	0	339	
		Percent	0	12.0	37.0	51.0	0	100.0	

Mean of means=3.58

The above table shows that 69% teachers managed and organized the lesson. 65 % teachers taught the new lesson on the basis of the student's previous knowledge and 51% teachers could split the learning material into sequence. The Mean of means is 3.58 which lie between the good and satisfactory showing slightly positive trend. Only 14% teachers reached "excellent level."

Table 46: Maintaining Social Climate

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Maintain good climate in the class.	Frequency	0	6	24	46	24	100	3.88
		Score	0	12	72	184	120	388	
		Percent	0	6.0	24.0	46.0	24.0	100.0	
2	Strong interaction between students and teacher.	Frequency	0	6	24	61	9	100	3.73
		Score	0	12	72	244	45	373	
		Percent	0	6.0	24.0	61.0	9.0	100.0	
3	Develop trust of the students.	Frequency	0	6	29	56	9	100	3.68
		Score	0	12	87	224	45	368	
		Percent	0	6.0	29.0	56.0	9.0	100.0	
4	Develop the student's interest in learning.	Frequency	0	6	30	50	14	100	3.72
		Score	0	12	90	200	70	372	
		Percent	0	6.0	30.0	50.0	14.0	100.0	
5	Make the classroom climate effective for teaching and learning.	Frequency	0	6	32	33	29	100	3.85
		Score	0	12	96	132	145	385	
		Percent	0	6.0	32.0	33.0	29.0	100.0	

Mean of means=3.78

The above table shows that 70% teachers maintained good atmosphere in the class. 70 % teacher developed strong interaction between students and teacher. 65% teachers could develop trust of the students, 64% teachers could develop the student's interest in learning and 62% teachers made the classroom climate effective for teaching and learning. The Mean of means is 3.78 which lie between the good and satisfactory showing slightly positive trend. The teachers had on the whole good discipline in the classroom.

Table 47: Command over the Subject

<i>S.No</i>	<i>Statement</i>		<i>V Poor</i>	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>	<i>Total</i>	<i>Mean</i>
1	Having full command over the subject.	Frequency	0	8	47	26	19	100	3.56
		Score	0	16	141	104	95	356	
		Percent	0	8.0	47.0	26.0	19.0	100.0	
2	Having knowledge beyond the prescribed syllabus.	Frequency	0	15	46	39	0	100	3.24
		Score	0	15	46	39	0	324	
		Percent	0	15.0	46.0	39.0	0	100.0	
3	Providing latest information about the subject.	Frequency	0	31	36	33	0	100	3.02
		Score	0	62	108	132	0	302	
		Percent	0	31.0	36.0	33.0	0	100.0	

Mean of means=3.28

The above table shows that 45% teachers had full command over the subject. 39 % teachers had knowledge beyond the prescribed syllabus and 33% teachers provided latest information about the subject. The Mean of means is 3.28 which lie between the good and satisfactory showing slightly positive trend. Only 14% teachers reached “excellent level.”

Table 48: Appropriate Teaching Methods

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Choose the teaching method according to the situation.	Frequency	0	17	23	52	8	100	3.51
		Score	0	34	69	208	40	351	
		Percent	0	17.0	23.0	52.0	8.0	100.0	
2	Using appropriate teaching method.	Frequency	0	12	37	45	6	100	3.45
		Score	0	24	111	180	30	345	
		Percent	0	12.0	37.0	45.0	6.0	100.0	
3	Using learning activities that require the students to practice higher order thinking.	Frequency	0	29	26	39	6	100	3.22
		Score	0	58	78	156	30	322	
		Percent	0	29.0	26.0	39.0	6.0	100.0	
4	Inspiring confidence in the students.	Frequency	0	11	29	46	14	100	3.63
		Score	0	22	87	184	70	363	
		Percent	0	11.0	29.0	46.0	14.0	100.0	
5	Relating the previous lesson with the current lesson.	Frequency	0	13	54	33	0	100	3.20
		Score	0	26	162	132	0	320	
		Percent	0	13.0	54.0	33.0	0	100.0	
6	Arousing student's interest in lesson.	Frequency	12	2	24	62	0	100	3.36
		Score	12	4	72	248	0	336	
		Percent	12.0	2.0	24.0	62.0	0	100.0	
7	Providing plenty of opportunities to students for practice.	Frequency	12	8	24	56	0	100	3.24
		Score	12	16	72	224	0	324	
		Percent	12.0	8.0	24.0	56.0	0	100.0	
8	Motivating the students towards learning.	Frequency	12	2	38	37	11	100	3.33
		Score	12	4	114	148	55	333	
		Percent	12.0	2.0	38.0	37.0	11.0	100.0	

Mean of means=3.36

The above table shows that 60% teachers chose the teaching method according to the situation, 51% teachers used appropriate teaching methods. 45% teachers used learning

activities that require the students to practice higher order thinking, 60% teachers inspired confidence in the students, 62% teachers could make the classroom atmosphere effective for teaching and learning, 33% teachers related the previous lesson with the current lesson . 62% teachers aroused student’s interest in lesson, 56% teachers provided plenty of opportunities to students for practice, and 48% teachers motivated the students towards learning, The mean of means is 3.36which lie between the good and satisfactory showing slightly positive trend.

Table 49: Maintaining Class Discipline

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Maintaining good order in the classroom.	Frequency	0	0	18	57	25	100	4.07
		Score	0	0	54	228	125	407	
		Percent	0	0	18.0	57.0	25.0	100.0	
2	Dealing the misbehaviors effectively.	Frequency	0	11	24	49	16	100	3.70
		Score	0	22	72	196	80	370	
		Percent	0	11.0	24.0	49.0	16.0	100.0	
3	Identification of disruptive behavior.	Frequency	0	15	50	35	0	100	3.20
		Score	0	30	150	140	0	320	
		Percent	0	15.0	50.0	35.0	0	100.0	

Mean of means=3.66

The above table shows that 82% teachers maintained good order in the classroom, 65 % teachers had the ability to deal with misbehavior effectively, and 35% teachers could identify the disruptive behavior. The Mean of means is 3.66which lie between the good and satisfactory showing slightly positive trend. Only 25% teachers reached “Excellent level”

Table 50: Teacher Classroom Behavior

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Possess classroom behavior.	Frequency	0	6	34	60	0	100	3.54
		Score	0	12	102	240	0	354	
		Percent	0	6.0	34.0	60.0	0	100.0	
2	Having the experience about teaching and learning.	Frequency	0	6	45	49	0	100	3.43
		Score	0	12	135	196	0	343	
		Percent	0	6.0	45.0	49.0	0	100.0	
3	Good accent.	Frequency	2	6	29	56	7	100	3.60
		Score	2	12	87	224	35	360	
		Percent	2.0	6.0	29.0	56.0	7.0	100.0	

Mean of means= 3.52

The above table shows that 60% teachers possessed good classroom behavior. 49% teachers had the experience about teaching and learning, and 63% teachers had good accent. The Mean of means is 3.52 which lie between the good and satisfactory showing slightly positive trend. Only 35% teachers reached "excellent level."

Table 51: Formulation of Appropriate Questions

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Using proper questioning during the lesson.	Frequency	0	6	26	56	12	100	3.74
		Score	0	12	78	224	60	374	
		Percent	0	6.0	26.0	56.0	12.0	100.0	
2	Using lower cognitive and higher cognitive questions to check student's understanding.	Frequency	0	6	37	51	6	100	3.57
		Score	0	12	111	204	30	357	
		Percent	0	6.0	37.0	51.0	6.0	100.0	
3	Handling the student's questions properly.	Frequency	0	6	8	67	19	100	3.99
		Score	0	12	24	268	95	399	
		Percent	0	6.0	8.0	67.0	19.0	100.0	
4	Using regular questioning to gauge pupils progress.	Frequency	0	6	14	58	22	100	3.96
		Score	0	12	42	232	110	396	
		Percent	0	6.0	14.0	58.0	22.0	100.0	
5	Using questioning to stimulate the students thinking during instructions.	Frequency	0	6	8	78	8	100	3.88
		Score	0	12	24	312	40	388	
		Percent	0	6.0	8.0	78.0	8.0	100.0	
6	Using relevant questions to the lesson.	Frequency	0	6	20	60	14	100	3.82
		Score	0	12	60	240	70	382	
		Percent	0	6.0	20.0	60.0	14.0	100.0	

Mean of means=3.34

The above table shows that 8% teachers used proper questioning during the lesson. 57 % teachers used lower cognitive and higher cognitive questions to check student's understanding. 87% teachers handled the student's questions properly. 80% teachers used

regular questioning to gauge pupil’s progress, 86% teachers used questioning to stimulate the students thinking during instructions and 74% teachers used relevant questions. The Mean of means is 3.34 which lie between the good and satisfactory showing slightly positive trend.

Table 52: Closure of the Lesson

S.No	Statement		V Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Interesting ending	Frequency	0	6	58	36	0	100	3.30
		Score	0	12	58	36	0	330	
		Percent	0	6.0	58.0	36.0	0	100.0	
2	Increased student’s motivation.	Frequency	0	12	34	46	8	100	3.50
		Score	0	24	102	184	40	350	
		Percent	0	12.0	34.0	46.0	8.0	100.0	
3	Summarizing the whole lesson.	Frequency	0	0	44	56	0	100	3.56
		Score	0	0	132	224	0	356	
		Percent	0	0	44.0	56.0	0	100.0	

Mean of means=3.46

The above table shows that 36% teachers had the ability of interesting ending, 54 % teachers had the ability to increase student’s motivation level and 56% teachers had the ability to summarize the whole lesson. The Mean of means is 3.46 which lie between the good and satisfactory showing slightly positive trend.

Table 53: Evaluation Skills

S.No	Statement		Very Poor	Poor	Satisfactory	Good	Excellent	Total	Mean
1	Using evaluation techniques.	Frequency	0	0	44	56	0	100	3.56
		Score	0	0	132	224	0	356	
		Percent	0	0	44.0	56.0	0	100.0	
2	Evaluate the students properly.	Frequency	0	2	36	62	0	100	3.60
		Score	0	4	108	248	0	360	
		Percent	0	2.0	36.0	62.0	0	100.0	
3	Conducting classroom test for evaluating the student's performance.	Frequency	0	2	36	62	0	100	3.60
		Score	0	4	108	248	0	360	
		Percent	0	2.0	36.0	62.0	0	100.0	
4	Using evaluation skills for judging the student's achievements.	Frequency	0	41	46	13	0	100	3.72
		Score	0	82	138	52	0	271	
		Percent	0	41.0	46.0	13.0	0	100.0	
5	Using evaluation skills to identify the strengths and weaknesses of the students.	Frequency	0	2	45	45	8	100	3.59
		Score	0	4	135	180	40	359	
		Percent	0	2.0	45.0	45.0	8.0	100.0	

Mean of means=3.62

The above table shows that 56% teachers used evaluation techniques, 62% teachers evaluated the students properly. 62% teachers conducted classroom test for evaluating the student's performance. 13% teachers used evaluation skills for judging the student's achievements and 53% teachers used evaluation skills to identify the strengths and weaknesses of the students. The mean of means is 3.62 which lie between the good and satisfactory showing slightly positive trend.

SUMMARY OF THE OPINION OF THE RESEARCHER CLASSROOM ABOUT THE TEACHING SKILLS:

<i>S.No</i>	<i>Skill</i>	<i>Mean</i>
1	Lesson planning skills	3.12
2	Lesson presentation skills	3.60
3	Lesson management skills	3.58
4	Maintaining social climate	3.78
5	Command over the subject	3.28
6	Appropriate teaching methodologies	3.36
7	Maintaining Class discipline	3.66
8	Teacher Classroom Behavior	3.52
9	Formulation of appropriate questions	3.34
10	Closure of the lesson	3.46
11	Evaluation skills	3.62
12	Over all skills	3.48

Table 54: COMPARISON OF RESPONSES OF HEADS AND TEACHERS

S.Nos	Dimension	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t-value
1	Lesson Planning skills	Teacher	250	15.4960	3.46787	.21933	348	1.352
		Head	100	14.9600	3.03155	.30316		
2	Lesson presentation skills	Teacher	250	15.7320	3.69035	.23340	348	0.405
		Head	100	15.5700	2.41734	.24173		
3	Lesson management skills	Teacher	250	15.7760	3.13386	.19820	348	1.620
		Head	100	15.1900	2.85578	.28558		
4	Maintaining Social climate	Teacher	250	24.2160	5.24666	.33183	348	0.667
		Head	100	23.8300	3.83776	.38378		
5	Command over subject	Teacher	250	10.9680	3.11992	.19732	348	0.896
		Head	100	10.6500	2.67942	.26791		
6	Appropriateness of teaching methods	Teacher	250	59.8000	14.67342	.92803	348	0.701
		Head	100	58.6600	11.06018	1.10602		
7	Maintaining Class discipline	Teacher	250	12.3600	2.35725	.14909	348	0.831
		Head	99	12.1414	1.80707	.18162		
8	Teacher Classroom Behavior	Teacher	250	11.9400	2.93442	.18559	348	0.326
		Head	99	11.8384	1.59532	.16034		
9	Formulation of appropriate questions	Teacher	250	19.5400	4.01408	.25387	348	1.628
		Head	100	18.8000	3.36950	.33695		
10	Checking of homework	Teacher	250	7.6680	1.93202	.12219	348	1.158
		Head	100	7.4200	1.45769	.14577		
11	Checking of class work	Teacher	250	8.0840	1.86840	.11817	348	1.202
		Head	100	7.8400	1.25304	.12530		
12	Inspiring confidence in students	Teacher	250	12.4120	2.20675	.13957	348	2.158
		Head	100	11.8700	1.89446	.18945		
13	Evaluation skills	Teacher	250	23.1400	5.11950	.32379	348	2.080
		Head	100	21.8900	4.97853	.49785		
14	Overall skills	Teacher	250	237.1320	53.06239	3.35596	348	0.944
		Head	99	231.5455	40.53979	4.07440		

Table value= 1.97 at.05 level

The calculated values are higher than table value at 0.05 level in respect of Inspiring confidence in students, and evaluation skills. In all other cases calculated value is less than table value indicating that there is no significant difference in the perceptions of heads and teachers in respect of lesson presentation skills , lesson planning skills , Lesson management skills maintaining , class discipline , formulation of appropriate questions. Maintaining

Social climate, Command over subject, Appropriateness of teaching methods, Maintaining Class discipline, formulation of appropriate questions, Checking of homework .Checking of class work.

Table 55: COMPARISON OF RESPONSES OF TEACHERS AND TEACHER TRAINERS

S.Nos	Dimension	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t.value
1	Lesson planning skills	Teacher	250	15.4960	3.46787	.21933	348	-.690
		Teacher Trainer	100	15.8000	4.29940	.42994		
2	Lesson presentation skills	Teacher	250	15.7320	3.69035	.23340	348	.854
		Teacher Trainer	100	15.3400	4.31165	.43116		
3	Lesson management skills	Teacher	250	15.7760	3.13386	.19820	348	-.370
		Teacher Trainer	100	15.9200	3.64783	.36478		
4	Maintaining Social climate	Teacher	250	24.2160	5.24666	.33183	348	.419
		Teacher Trainer	100	23.9400	6.28903	.62890		
5	Command over subject	Teacher	250	10.9680	3.11992	.19732	348	-1.155
		Teacher Trainer	100	11.4100	3.50208	.35021		
6	Appropriateness teaching methods	Teacher	250	59.8000	14.67342	.92803	348	-.060
		Teacher Trainer	100	59.9100	16.99382	1.69938		
7	Maintaining Class discipline	Teacher	250	12.3600	2.35725	.14909	348	3.113
		Teacher Trainer	100	11.3800	3.30222	.33022		
8	Teacher Classroom Behavior	Teacher	250	11.9400	2.93442	.18559	348	.373
		Teacher Trainer	100	11.8100	2.98716	.29872		
9	Formulation of appropriate questions	Teacher	250	19.5400	4.01408	.25387	348	1.528
		Teacher Trainer	100	18.7700	4.81759	.48176		
10	Inspiring confidence in students	Teacher	250	12.4120	2.20675	.13957	348	2.634
		Teacher Trainer	100	11.5800	3.57935	.35793		
11	Evaluation skills	Teacher	250	23.1400	5.11950	.32379	348	1.514
		Teacher Trainer	100	22.1300	6.77287	.67729		
12	Over all skills	Teacher	250	237.1320	53.06239	3.35596	348	.813
		Teacher Trainer	100	231.6700	65.17080	6.51708		

Table value= 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 level in respect Maintaining Class discipline. and Inspiring confidence in students .In all other cases calculated value is less than table value indicating that there is no significant difference in the perceptions of teachers and teacher trainers in respect of lesson presentation skills. lesson planning skills. Lesson management skills. formulation of appropriate questions. maintaining social climate.

command over subject, appropriateness of teaching methods, formulation of appropriate questions, checking of homework, checking of class work and evaluation skills .

Table 56: COMPARISON OF RESPONSES OF TEACHERS AND CLASSROOM OBSERVATION

S.Nos	Dimensions	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t.value
1	Lesson planning skills	Teacher	250	15.4960	3.46787	.21933	348	7.492
		Observation	100	12.4621	3.30495	.33049		
2	Lesson presentation skills	Teacher	250	15.7320	3.69035	.23340	348	3.326
		Observation	100	14.4000	2.45361	.24536		
3	Lesson management skills	Teacher	250	15.7760	3.13386	.19820	348	4.102
		Observation	100	14.2975	2.81263	.28126		
4	Maintaining Social climate	Teacher	250	24.2160	5.24666	.33183	348	2.644
		Observation	100	22.6320	4.57032	.45703		
5	Command over subject	Teacher	250	10.9680	3.11992	.19732	348	3.342
		Observation	100	9.8200	2.26693	.22669		
6	Appropriateness of teaching methods	Teacher	250	59.8000	14.67342	.92803	348	3.480
		Observation	100	53.8800	13.60279	1.36028		
7	Maintaining class discipline	Teacher	250	12.3600	2.35725	.14909	348	5.145
		Observation	100	10.9700	2.08629	.20863		
8	Teacher Classroom Behavior	Teacher	250	11.9400	2.93442	.18559	348	4.316
		Observation	100	10.5700	1.90828	.19083		
9	Formulation of appropriate questions	Teacher	250	19.5400	4.01408	.25387	348	-15.914
		Observation	100	27.5630	4.82587	.48259		
10	Evaluation skills	Teacher	250	23.1400	5.11950	.32379	348	2.636
		Observation	100	21.6840	3.26861	.32686		
11	Overall skills	Teacher	250	237.1320	53.06239	3.35596	348	13.080
		Observation	100	163.0700	31.12284	3.11228		

Table .value= 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 level in respect of lesson presentation skills, lesson planning skills, Lesson management skills maintaining, class discipline, formulation of appropriate questions, Maintaining Social climate, Command over subject, Appropriateness of teaching methods, Checking of homework, Checking of class work and evaluation skills .In the case of formulation of appropriate questions calculated

value is less than table value indicating that there is no significant difference in the perceptions of teachers and researcher's observations.

Table 57: COMPARISON OF RESPONSES OF HEADS AND TEACHER TRAINERS

S.Nos	Dimensions	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t.value
1	Lesson planning skills	Head	100	14.9600	3.03155	.30316	198	-1.597
		Teacher Trainer	100	15.8000	4.29940	.42994		
2	Lesson presentation skills	Head	100	15.5700	2.41734	.24173	198	0.465
		Teacher Trainer	100	15.3400	4.31165	.43116		
3	Lesson management skills	Head	100	15.1900	2.85578	.28558	198	-1.576
		Teacher Trainer	100	15.9200	3.64783	.36478		
4	Maintaining Social climate	Head	100	23.8300	3.83776	.38378	198	-0.149
		Teacher Trainer	100	23.9400	6.28903	.62890		
5	Command over subject	Head	100	10.6500	2.67942	.26794	198	-1.724
		Teacher Trainer	100	11.4100	3.50208	.35021		
6	Appropriateness of teaching methods	Head	100	58.6600	11.06018	1.10602	198	-0.616
		Teacher Trainer	100	59.9100	16.99382	1.69938		
7	Maintaining Class discipline	Head	100	12.1414	1.80707	.18162	198	2.015
		Teacher Trainer	100	11.3800	3.30222	.33022		
8	Teacher Classroom Behavior	Head	100	11.8384	1.59532	.16034	198	0.083
		Teacher Trainer	100	11.8100	2.98716	.29872		
9	Formulation of appropriate questions	Head	100	18.8000	3.36950	.33695	198	0.051
		Teacher Trainer	100	18.7700	4.81759	.48176		
10	Checking of homework	Head	100	7.4200	1.45769	.14577	198	2.355
		Teacher Trainer	100	6.7000	2.68742	.26874		
11	Checking of class work	Head	100	7.8400	1.25304	.12530	198	2.819
		Teacher Trainer	100	6.9800	2.78154	.27815		
12	Inspiring confidence in students	Head	100	11.8700	1.89446	.18945	198	0.716
		Teacher Trainer	100	11.5800	3.57935	.35793		
13	Evaluation skills	Head	100	21.8900	4.97853	.49785	198	-0.286
		Teacher Trainer	100	22.1300	6.77287	.67729		
14	Overall skills	Head	100	231.5455	40.53979	4.07440	198	-0.016
		Teacher Trainer	100	231.6700	65.17080	6.51708		

Table -value= 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 level in respect of maintaining class discipline, checking of homework, checking of class work. In all other cases calculated value is less than table value indicating that there is no significant difference in the perceptions of

heads and teacher trainers in respects of lesson presentation skills. lesson planning skills. lesson management skills , formulation of appropriate questions, maintaining social climate. command over subject. appropriateness of teaching methods. formulation of appropriate questions calculated value is less than table value indicating that there is no significant difference in the perceptions of teachers and researcher's observations.

Table 58: COMPARISON OF RESPONSES OF HEADS AND CLASSROOM OBSERVATION

S.Nos	Dimensions	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t.value
1	Lesson planning skills	Head	100	14.9600	3.03155	.30316	198	5.570
		Observation	100	12.4621	3.30495	.33049		
2	Lesson presentation skills	Head	100	15.5700	2.41734	.24173	198	3.397
		Observation	100	14.4000	2.45361	.24536		
3	Lesson management skills	Head	100	15.1900	2.85578	.28558	198	2.227
		Observation	100	14.2975	2.81263	.28126		
4	Maintaining Social climate	Head	100	23.8300	3.83776	.38378	198	2.007
		Observation	100	22.6320	4.57032	.45703		
5	Command over subject	Head	100	10.6500	2.67942	.26794	198	2.365
		Observation	100	9.8200	2.26693	.22669		
6	Appropriateness of teaching methods	Head	100	58.6600	11.06018	1.10602	198	2.726
		Observation	100	53.8800	13.60279	1.36028		
7	Maintaining Class discipline	Head	99	12.1414	1.80707	.18162	198	4.232
		Observation	100	10.9700	2.08629	.20863		
8	Teacher Classroom Behavior	Head	99	11.8384	1.59532	.16034	198	5.084
		Observation	100	10.5700	1.90828	.19083		
9	Formulation of appropriate questions	Head	100	18.8000	3.36950	.33695	198	-14.888
		Observation	100	27.5630	4.82587	.48259		
10	Evaluation skills	Head	100	21.8900	4.97853	.49785	198	0.346
		Observation	100	21.6840	3.26861	.32686		
11	Overall skills	Head	100	231.5455	40.53979	4.07440	198	13.373
		Observation	100	163.0700	31.12284	3.11228		

Table -value= 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 level in respect of formulation of appropriate questions .In all other cases calculated value is less than table value indicating that there is no significant difference in the perceptions of heads and researcher's classroom observation in respect of lesson presentation skills, lesson planning skills, lesson management skills, maintaining social climate, command over subject, appropriateness of teaching methods, inspiring confidence in students ,evaluation skills, maintaining class discipline, formulation of appropriate questions, checking of homework and checking of class work.

Table 59: COMPARISON OF RESPONSES OF TEACHER TRAINERS AND CLASSROOM OBSERVATION

S.Nos	Dimensions	Status of respondents	N	Mean	Std. Deviation	Std. Error Mean	df	t.value
1	Lesson planning skills	Teacher Trainer	100	15.8000	4.29940	.42994	198	6.155
		Observation	100	12.4621	3.30495	.33049		
2	Lesson presentation skills	Teacher Trainer	100	15.3400	4.31165	.43116	198	1.895
		Observation	100	14.4000	2.45361	.24536		
3	Lesson management skills	Teacher Trainer	100	15.9200	3.64783	.36478	198	3.522
		Observation	100	14.2975	2.81263	.28126		
4	Classroom climate	Teacher Trainer	100	23.9400	6.28903	.62890	198	1.682
		Observation	100	22.6320	4.57032	.45703		
5	Command over subject	Teacher Trainer	100	11.4100	3.50208	.35021	198	3.811
		Observation	100	9.8200	2.26693	.22669		
6	Appropriateness of teaching methods	Teacher Trainer	100	59.9100	16.99382	1.69938	198	2.770
		Observation	100	53.8800	13.60279	1.36028		
7	Class discipline	Teacher Trainer	100	11.3800	3.30222	.33022	198	1.050
		Observation	100	10.9700	2.08629	.20863		
8	Teacher like personality	Teacher Trainer	100	11.8100	2.98716	.29872	198	3.498
		Observation	100	10.5700	1.90828	.19083		
9	Formulation of appropriate questions	Teacher Trainer	100	18.7700	4.81759	.48176	198	-12.895
		Observation	100	27.5630	4.82587	.48259		
10	Evaluation skills	Teacher Trainer	100	22.1300	6.77287	.67729	198	0.593
		Observation	100	21.6840	3.26861	.32686		
11	Overall skills	Teacher Trainer	100	231.6700	65.17080	6.51708	198	9.499
		Observation	100	163.0700	31.12284	3.11228		

P-value= 1.97 at 0.05 level

The calculated values are higher than table value at 0.05 levels in respect of lesson planning skills, lesson management skills command over subject, appropriateness of teaching methods. In all other cases calculated value is less than table value indicating that there is no significant difference in the perceptions teacher trainers and researcher's classroom observation in respect of lesson presentation skills, lesson planning skills, lesson management skills, formulation of appropriate questions, maintaining social climate, command over subject, appropriateness of teaching methods, Inspiring confidence in students, evaluation skills.

maintaining class discipline, formulation of appropriate questions, checking of homework and checking of class work.

TABLE 60: ANALYSIS OF VARIANCE ON LESSON PLANNING SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	764.497	3	254.832	20.414	.000
Within Groups	6815.682	546	12.483		
Total	7580.179	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is 20.414 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of lesson planning skills among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills.

TABLE 61: SHOWING THE POST HOC TUKEY TEST ON LESSON PLANNING SKILLS

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	12.4621	
Head	100		14.9600
Teacher	250		15.4960
Teacher Trainer	100		15.8000

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions of heads, teachers and teacher trainers. But on the other hand researcher's observations are

significantly better than heads, teachers and teacher trainers. It can be inferred that according to the researcher's observation the teachers were lacking in the skills of planning the lesson. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers possess the ability to plan the lesson effectively.

TABLE 62: ANALYSIS OF VARIANCE ON LESSON PRESENTATION SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	130.741	3	43.580	3.714	.012
Within Groups	6405.994	546	11.733		
Total	6536.735	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is 3.714 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of lesson presentation skills among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills.

TABLE 63: SHOWING THE POST HOC TUKEY TEST ON LESSON PRESENTATION SKILLS

Status of respondents	N	Subset for alpha .05	
		1	2
Observation	100	14.4000	
Teacher Trainer	100		15.3400
Head	100		15.5700
Teacher	250		15.7320

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions of heads, teachers and teacher trainers. But on the other hand researcher's classroom observations are significantly better than heads, teachers and teacher trainers. It can be

inferred that according to the researcher's classroom observations the teachers were lacking in the skills of presenting the lesson. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers possess the ability to present the lesson effectively

TABLE 64:ANALYSIS OF VARIANCE ON LESSON MANAGEMENT SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	187.949	3	62.650	6.390	.000
Within Groups	5353.386	546	9.805		
Total	5541.336	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is 6.390 and table value at 0.05 levels is 0.000. Calculated value is higher than table value indicating significant difference in respect of lesson management skills among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 65: SHOWING THE POST HOC TUKEY TEST ON LESSON MANAGEMENT SKILLS

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	14.2975	
Head	100		15.1900
Teacher	250		15.7760
Teacher Trainer	100		15.9200

Above table shows that post hoc Tukey test has made two sub sets of the groups, which shows that at 0.05 significant levels there is no significant difference among the perceptions of teachers, heads and teacher trainers. But on the other hand researcher's classroom observations are significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher's observation and opinion of heads the teachers were

lacking lesson management skills. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers possess the ability to manage and organize the lesson effectively.

TABLE 66: ANALYSIS OF VARIANCE ON MAINTAINING SOCIAL CLIMATE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	181.704	3	60.568	2.313	.075
Within Groups	14295.984	546	26.183		
Total	14477.688	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is2.313 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of maintaining social climate among the four types of data i-e teachers. heads. teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 67: SHOWING THE POST HOC TUKEY TEST ON MAINTAINING SOCIAL CLIMATE

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	22.6320	
Head	100		23.8300
Teacher	250		23.9400
Teacher Trainer	100		23.2160

Above table shows that post hoc Tukey test has made two sub sets of the groups, which shows that at 0.05 significant levels there is no significant difference among the perceptions

of teachers ,heads and teacher trainers. But on the other hand researcher’s classroom observations are significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher's observation the teachers were lacking the skill of maintaining social climate in the classroom. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers possess this ability.

TABLE 68: ANALYSIS OF VARIANCE ON COMMAND OVER SUBJECT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	142.374	3	47.458	5.335	.001
Within Groups	4857.444	546	8.896		
Total	4999.818	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is5.335 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the skill command over the subject among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis1 is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 69: SHOWING THE POST HOC TUKEY TEST ON COMMAND OVER SUBJECT

Status of Respondents	N	Subset for alpha = .05	
		1	2
Observation	100	9.8200	
Head	100		10.6500
Teacher	250		10.9680
Teacher Trainer	100		11.4100

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions

of teachers and teacher trainers. But on the other hand researcher's observations and heads are significantly different from teachers and teacher trainers. It can be inferred that according to the researcher's observation and opinion of heads the teachers had no command over the subjects they taught and lacking this skill. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers had full command over the subject they taught.

TABLE 70: ANALYSIS OF VARIANCE ON APPROPRIATENESS OF TEACHING METHODS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2757.583	3	919.194	4.456	.004
Within Groups	112631.190	546	206.284		
Total	115388.773	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is4.456 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the skill appropriateness of teaching methods among the four types of data i-e teachers. heads. teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers. heads. teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 71: SHOWING THE POST HOC TUKEY TEST ON APPROPRIATENESS OF TEACHING METHODS

Status of Respondents	N	Subset for alpha = .05	
		1	2
Observation	100	53.8800	
Head	100		58.6600
Teacher	250		59.8000
Teacher Trainer	100		59.9100

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions

of teachers, heads and teacher trainers. But on the other hand researcher's observations are significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher's observation the teachers were lacking in the skills to use appropriate teaching methods. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers used appropriate teaching methods during teaching

TABLE 72: ANALYSIS OF VARIANCE ON MAINTAINING CLASS DISCIPLINE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	172.132	3	57.377	9.729	.000
Within Groups	3214.090	545	5.897		
Total	3386.222	548			

Table Value =2.62 at 0.05 Level

Calculated value of F is 9.729 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the skill maintaining class discipline among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 73: SHOWING THE POST HOC TUKEY TEST ON MAINTAINING CLASS DISCIPLINE

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	10.9700	
Teacher Trainer	100	11.3800	
Head	99		12.1414
Teacher	250		12.3600

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions

of teachers, heads. But on the other hand researcher's observations and teacher trainers are significantly different from heads and teachers. It can be inferred that according to the researcher's observation and teacher trainers opinion the teachers were lacking in the skills of maintaining class discipline. While on the other hand the teachers and heads held the opinion that the teachers maintained good discipline in the class.

TABLE 74: ANALYSIS OF VARIANCE ON TEACHER’S CLASSROOM BEHAVIOR

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	143.737	3	47.912	7.179	.000
Within Groups	3637.414	545	6.674		
Total	3781.151	548			

Table Value =2.62 at 0.05 Level

Calculated value of F is 7.179 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the skill teacher classroom behavior among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 75: SHOWING THE POST HOC TUKEY TEST ON TEACHER CLASSROOM BEHAVIOUR

Status of Respondents	N	Subset for alpha = .05	
		1	2
Observation	100	10.5700	
Teacher Trainer	100		11.8100
Head	99		11.8381
Teacher	250		11.9400

Above table shows that post hoc Tukey test has made two sub sets of the groups, which shows that at 0.05 significant levels there is no significant difference among the perceptions

of teachers, heads and teacher trainers. But on the other hand researcher's classroom observations are significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher's classroom observation the teachers were lacking in the skills of class room behavior. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers had strong interaction with the students.

TABLE 76: ANALYSIS OF VARIANCE ON FORMULATION OF APPROPRIATE QUESTIONS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5779.680	3	1926.560	108.005	.000
Within Groups	9739.424	546	17.838		
Total	15519.103	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is108.005 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the skill formulation of appropriate questions among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 77: SHOWING THE POST HOC TUKEY TEST ON FORMULATION OF APPROPRIATE QUESTIONS

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	27.5630	
Teacher Trainer	100		18.7700
Head	250		18.8000
Teacher	100		19.5400

Above table shows that post hoc Tukey test has made two sub sets of the groups, which shows that at 0.05 significant levels there is no significant difference among the perceptions of teachers, heads and teacher trainers. But on the other hand researcher's observations are

significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher’s classroom observation the teachers were lacking in the skills formulations appropriate questions. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers formulate appropriate questions during teaching

TABLE 78: ANALYSIS OF VARIANCE ON EVALUATION SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	219.187	3	73.062	2.736	.013
Within Groups	14578.894	546	26.701		
Total	14798.082	549			

Table Value =2.62 at 0.05 Level

Calculated value of F is 2.736 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference in respect of the evaluation skills among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 79: SHOWING THE POST HOC TUKEY TEST ON EVALUATION SKILLS

Status of respondents	N	Subset for alpha .05	
		1	2
Observation	100	20.6840	
Teacher Trainer	100		21.8900
Head	250		21.8900
Teacher	100		22.1400

Above table shows that post hoc Tukey test has made two sub sets of the groups. which shows that at 0.05 significant levels there is no significant difference among the perceptions of teachers, heads and teacher trainers. But on the other hand researcher's classroom

observations are significantly different from heads, teachers and teacher trainers. It can be inferred that according to the researcher's observation the teachers were lacking in the skills evaluation.. While on the other hand the teachers, heads and teacher trainers held the opinion that the teachers use evaluation technique during teaching.

TABLE 80: ANALYSIS OF VARIANCE ON OVERALL SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	422818.781	3	140939.594	55.721	.000
Within Groups	1378519.809	545	2529.394		
Total	1801338.590	548			

Table Value =2.62 at 0.05 Level

Calculated value of F is 55.721 and table value at 0.05 levels is 2.62. Calculated value is higher than table value indicating significant difference among the four types of data i-e teachers, heads, teacher trainers and classroom observation. It indicates that all the sources of data differ from one another and hypothesis is accepted that there is discrepancy between the perceptions of teachers, heads, teacher trainer's and researcher's classroom observation about the essential classroom skills

TABLE 81: SHOWING THE POST HOC TUKEY TEST ON OVERALL SKILLS

Status of respondents	N	Subset for alpha = .05	
		1	2
Observation	100	163.0700	
Head	99		231.5455
Teacher Trainer	100		231.6700
Teacher	250		237.1320

Above table shows that post hoc Tukey test has made two sub sets of the groups, which shows that at 0.05 significant levels there is no significant difference among the perceptions of teachers, heads and teacher trainers. But on the other hand researcher's observations are significantly different from heads, teachers and teacher trainers.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1: SUMMARY:

The study was undertaken to analyze the analysis of discrepancies between skills acquired during Teacher Training Programs (B.Ed &M.Ed) and skills required in actual classroom. It was delimited to secondary schools girls and boys of five districts.

100 heads of secondary schools and 250 teachers of the same schools and 100 teacher trainers were taken as sample of the study. 100 teachers from the sample were taken for classroom observation.

One questionnaire on five point scales were constructed to obtain the views of heads, teachers and teacher trainers about the skills acquired in the Teacher Training Programs and skills required in actual classroom. An observation schedule, also on five point scale, was drawn up to conduct classroom observation of teachers.

Data was analyzed by using appropriate statistical methods. To describe data at the initial stage percentage and mean was calculated. At second stage t-test was applied to determine the difference. At the final stage ANOVA was applied to identify the difference between data collected from teachers, heads, and teacher trainers and from classroom observations to determine if there was difference between the skills acquired in the Teacher Training Programs and skills required in actual classroom .Tukey test applied to determine the

significant difference between the responses about the skills acquired in the Teacher Training Programs and skills required in actual classroom.

5.2: FINDINGS:

Lesson Planning Skills:

1. Eighty two percent heads, 86 percent teachers and 76 percent teacher trainers strongly agreed or agreed that the teachers possessed good planning skills.
2. Sixty percent heads 65 teachers and 76 percent teacher trainers strongly agreed or agreed that the teachers prepared the lesson objectives before going to class but the classroom.
3. Seventy eight percent heads. 72 percent teachers and 78 percent teacher trainers strongly agreed or agreed that the teachers had the ability to plan the lesson according to the needs of the students. But the classroom observation showed that only 27 percent teachers possessed this skill.
4. Sixty five percent heads, 15 percent teachers and 76 percent teacher trainers agreed that the teachers had the ability to identify intended learning outcomes but the classroom observation showed that only 27percent teachers possessed this skill. **Table no (2, 15, 30, 43)**

Lesson Presentation Skills:

5. Eighty five percent heads. 79 percent teachers and 78 percent teacher trainers agreed that the teachers had the ability to present the material effectively.
6. Eighty six percent heads. 72 percent teachers and 72 percent teacher trainers agreed that the teachers have the ability to introduce the lesson in a very interesting way but the classroom observation showed that only 56 percent teachers possessed this skill.

7. Eighty four percent heads, 78 percent teachers and 75 percent teacher trainers agreed that the teachers had the ability to involve the students in learning activities but the classroom observation showed that only 27 percent teachers possessed this skill.
8. Fifty percent heads, 66 percent teachers and 66 percent teacher trainers agreed that the teachers had the ability to build the relationship between the learning experiences and effective instructions but the classroom observation showed that only 43 percent teachers possessed this skill. **Table no (3,16,31,44)**

Lesson Management Skills:

9. Eighty three percent heads, 88 percent teachers and 70 percent teacher trainers agreed that the teachers had the ability to manage and organize the lesson but the classroom observation showed that only 69 percent teachers possessed this skill.
10. Sixty four percent heads, 88 percent teachers and 81 percent teacher trainers agreed that the teachers had the ability to teach the new lesson on the basis of the student's previous knowledge but the classroom observation showed that only 65 percent teachers possessed this skill.
11. Sixty five percent heads, 58 percent teachers and 71 percent teacher trainers agreed that the teachers had the skills to clearly and carefully formulate the course material but the classroom observation showed that only 58 percent teachers possessed this skill.
12. Seventy four percent heads, 62 percent teachers and 77 percent teacher trainers agreed that the teachers had the ability to split the learning material into sequence. **Table no (4,17,32,45)**

Maintaining Social Climate:

13. Ninety five percent heads, 82 percent teachers and 68 percent teacher trainers agreed that the teachers had the ability to maintain good climate in the class but the classroom observation showed that only 70 percent teachers possessed this skill.
14. Eighty eight percent heads, 69 percent teachers and 80 percent teacher trainers agreed that the teachers have the ability to maintain pleasant atmosphere for learning.
15. Seventy seven percent heads, 69 percent teachers and 77 percent teacher trainers agreed that the teachers have the ability to develop strong interaction between students and teacher but the classroom observation showed that 70 percent teachers possessed this skill.
16. Seventy five percent heads, 85 percent teachers and 80 percent teacher trainers agreed that the teachers developed the trust of the students and the classroom observation showed that only 65 percent teachers possessed this skill.
17. Seventy seven percent heads, 78 percent teacher's and 81 percent teacher trainers agreed that the teachers developed the student's interest in learning but the classroom observation showed that only 64 percent teachers possessed this skill.
18. Eighty one percent heads, 69 percent teachers and 80 percent teacher trainers agreed that the teachers made the classroom climate effective for teaching and learning and the classroom observation showed that only 64 percent teachers possessed this skill. **Table no (5,18,33,46)**

Command over the Subject:

19. Sixty seven percent heads, 58 percent teachers and 74 percent teacher trainers agreed that the teachers had full command over the subject but the classroom observation showed that only 45 percent teachers possessed this skill.

20. Twenty percent heads, 58 percent teachers and 57 percent teacher trainers agreed that the teachers had knowledge beyond the prescribed syllabus but the classroom observation showed that only 58 percent teachers possessed this skill.
21. Forty eight percent heads, 50 percent teachers and 61 percent teacher trainers agreed that the teachers provided latest information about the subject but the classroom observation showed that only 33 percent teachers possessed this skill. **Table no (6,19,34,47)**

Appropriateness of Teaching Methodologies:

22. Seventy percent heads, 66 percent teachers and 68 percent teacher trainers agreed that the teachers choose the teaching method according to the situation.
23. Eighty three percent heads, 78 percent teachers and 68 percent teacher trainers agreed that the teachers taught the students by using appropriate teaching method and the classroom observation showed that only 66 percent teachers possessed this skill.
24. Seventy four percent heads, 80 percent teachers and 62 percent teacher trainers agreed that the teachers made sure that their teaching was compatible with the class environment and the classroom observation showed that 70 percent teachers possessed this skill.
25. Fifty six percent heads, 53 percent teachers and 62 percent teacher trainers agreed that the teachers made active efforts to improve instructional effectiveness and the classroom observation showed that only 60 percent teachers possessed this skill.
26. Fifty percent heads, 62 percent teachers and 53 percent teacher trainers agreed that the teachers used modern techniques and useful skills in the classrooms but the classroom observation showed that only 62 percent teachers possessed this skill.

27. Seventy percent heads. 61 percent teachers and 67 percent teacher trainers agreed that the teachers improved instructional effectiveness but the classroom observation showed that only 53 percent teachers possessed this skill.
28. Thirty seven percent heads. 48 percent teachers and 58 percent teacher trainers agreed that the teachers used learning activities that require the students to practice higher order thinking but the classroom observation showed that only 48 percent teachers possessed this skill.
29. Fifty seven percent heads. 81 percent teachers and 62 percent teacher trainers agreed that the teachers used different strategies for problem solving
30. Eighty five percent heads. 87 percent teachers and 74 percent teacher trainers agreed that the teachers have the ability inspire confidence in the students but the classroom observation showed that only 60 percent teachers possessed this skill.
31. Eighty two percent heads, 78 percent teachers and 81 percent teacher trainers agreed that the teachers related the previous lesson with the current lesson but the classroom observation showed that only 33 percent teachers possessed this skill.
32. Seventy eight percent heads. 74 percent teachers and 51 percent teacher trainers agreed that the teachers aroused student's interest in lesson but the classroom observation showed that only 62 percent teachers possessed this skill.
33. Seventy three percent heads. 59 percent teachers and 81 percent teacher trainers agreed that the teachers provided plenty of opportunities to students for practice but the classroom observation showed that only 56 percent teachers possessed this skill.
34. Ninety five percent heads. 84 percent teachers and 41 percent teacher trainers agreed that the teachers motivated the students towards learning but the classroom observation showed that only 48 percent teachers possessed this skill. **Table no (7,20,35,48)**

Maintaining Class Discipline:

35. Ninety seven percent heads, 87 percent teachers and 76 percent teacher trainers agreed that the teachers maintained good order in the classroom but the classroom observation showed that 82 percent teachers possessed this skill.
36. Seventy nine percent heads, 73 percent teachers and 66 percent teacher trainers agreed that the teachers have the ability to deal the misbehaviors effectively. But the classroom observation showed that only 65 percent teachers possessed this skill.
37. Seventy three percent heads, 83 percent teachers and 60 percent teacher trainers agreed that the teachers have the ability to identify disruptive behavior. But the classroom observation showed that only 35 percent teachers possessed this skill. **Table no (8,21,36,49)**

Teacher Classroom Behavior:

38. Eighty five percent heads, 82 percent teachers and 74 percent teacher trainers agreed that the teachers possessed teacher like personality but the classroom observation showed that only 60 percent teachers possessed this skill.
39. Ninety seven percent heads, 83 percent teachers and 75 percent teacher trainers agreed that the teachers had the experience about teaching and learning but the classroom observation showed that only 49 percent teachers possessed this skill.
40. Seventy seven percent heads, 66 percent teachers and 75 percent teacher trainers agreed that the teachers had the qualities of flexibility, creativity and adaptability to influence the student's achievements. **Table no (9,22,37,50)**

Formulation of Appropriate Questions:

41. Eighty two percent heads, 82 percent teachers and 74 percent agreed that the teachers used proper questioning during the lesson but the classroom observation showed that only 68 percent teachers possessed this skill.
42. Fifty five percent heads, 83 percent teachers and 72 percent teacher trainers agreed that the teachers used lower cognitive and higher cognitive questions to check student's understanding but the classroom observation showed that only 57 percent teachers possessed this skill.
43. Seventy six percent heads, 66 percent teachers and 61 percent teacher trainers agreed that the teachers properly handled the student's questions but the classroom observation showed that only 86 percent teachers possessed this skill.
44. Seventy two percent heads, 82 percent teachers and 56 percent teacher trainers agreed that the teachers used regular questioning to gauge pupils progress but the classroom observation showed that 80 percent teachers possessed this skill.
45. Sixty five percent heads, 59 percent teachers and 68 percent teacher trainers agreed that the teachers had the ability to use questioning to stimulate the students thinking during instructions but the classroom observation showed that only 86 percent teachers possessed this skill. **Table no (10,23,38,51)**

Checking of Home Work:

46. Seventy nine percent heads 81 percent teachers and 69 percent teacher trainers agreed that the teachers gave homework regularly.
47. Fifty four percent heads, 52 percent teachers and 55 percent teacher trainers agreed that the teachers' checked the homework regularly. **Table no (11,24,39)**

Checking of Class Work:

48. Eighty three percent heads, 88 percent teachers and 64 percent teacher trainers agreed that the teachers gave class work regularly.
49. Sixty five percent heads, 63 percent teachers and 54 percent teacher trainers agreed that the teachers' checked the class work regularly. **Table no (12,25,40)**

Inspiring Confidence in the Students:

50. Eighty one percent heads, 84 percent teachers and 76 percent teacher trainers agreed that the teachers had the ability to inspire confidence in students.
51. Seventy nine percent heads, 85 percent teachers and 75 percent teacher trainers agreed that the teachers had the ability to appreciate the student's efforts.
52. Seventy two percent heads, 71 percent teachers and 64 percent teacher trainers agreed that the teachers had the ability to reinforce the correct behavior of the students.

Table no (13, 26, 41)

Evaluation Skills:

53. Seventy percent heads, 82 percent teachers and 70 percent teacher trainers agreed that the teachers used evaluation techniques but the classroom observation showed that only 56 percent teachers possessed this skill.
54. Sixty percent heads, 68 percent teachers and 66 percent teacher trainers agreed that the teachers evaluated the students properly but the classroom observation showed that only 62 percent teachers possessed this skill.
55. Sixty seven percent heads, 84 percent teachers and 73 percent teacher trainers agreed that the teachers conducted classroom test for evaluating the student's performance. But the classroom observation showed that only 62 percent teachers possessed this skill.

56. Fifty seven percent heads, 74 percent teachers and 75 percent teacher trainers agreed that the teachers used evaluation skills for judging the student's achievement but the classroom observation showed that only 13 percent teachers possessed this skill.
57. Forty six percent heads, 54 percent teachers and 58 percent teacher trainers agreed that the teachers used diagnostic evaluation skill to identify the problems in learning.
58. Fifty nine percent heads, 73 percent teachers and 60 percent teacher trainers agreed that the teachers used evaluation skills to identify the strengths and weaknesses of the students but the classroom observation showed that only 53 percent teachers possessed this skill. **Table no (14,27,42,53)**
59. Seventy percent heads, 85 percent teachers and 78percent teacher trainers identified the following problems:
- i. The class size in the schools is large and teachers do not have sufficient time to implement what they have learnt.
 - ii. Teachers are overburdened because of shortage of trained teachers. This affects their ability to apply appropriate skills in the classrooms.
 - iii. Teacher training is mostly theoretical and functional aspects were ignored. There was a need to present model lessons for trainee teachers. There was also a need to provide latest equipment to teacher training colleges
 - iv. Teacher training curricula need to be revised frequently because the present curricula are outdated.
 - v. The objectives of teacher training programs were not stated in behavioral terms and these could not be expressed in the forms of actual skills.
60. t-test applied to the response of heads and teacher trainers, yielded the value of 0.016 which was less than the table value of 1.97at 0.05 level., t-test applied to the responses of heads and teachers, yielded the value of 0.944 which was lower than the table value

t-test applied to the responses of teacher and classroom observation, yielded the value of 13.080 which was higher than the table value. t-test applied to the responses of heads and classroom observation, yielded the value of 13.373 which was higher than the table value. t-test applied to the responses of teacher trainers and classroom observation, yielded the value of 9.499 which was higher than the table value. t-test applied to the responses of teachers and teacher trainers, yielded the value of 0.813 which was higher than the table value of 1.97 at 0.05 level. **Table no (54,55,56,57,58,59)**

61. Analysis of variance applied between the responses of heads, teachers, teacher trainers and classroom observation, the calculated value of f is highly significant and shows the difference among the different respondents.

62. Tukey test applied to the responses for multiple comparisons, which shows the significant difference among the responses, that the researcher classroom observation is significantly better than the teachers, heads and teacher trainers.

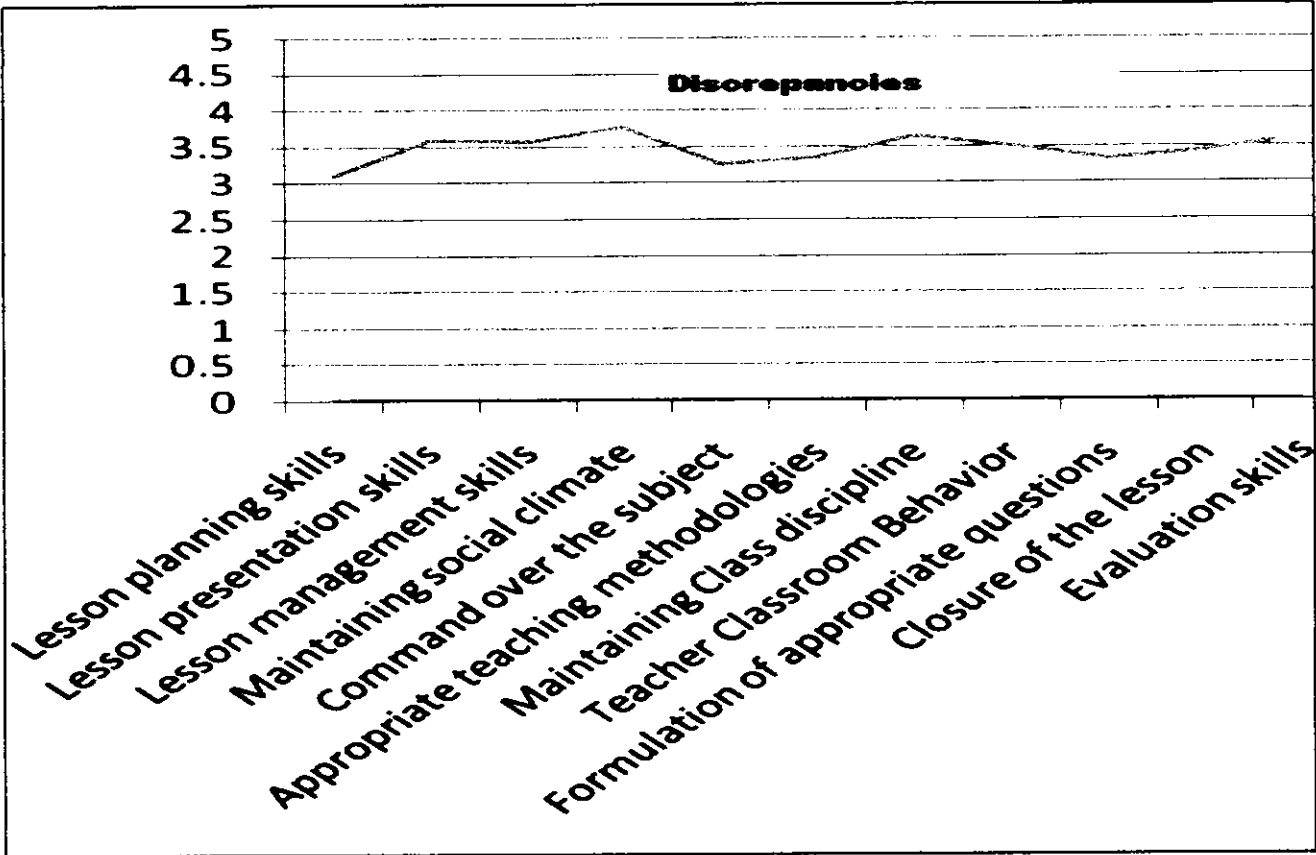
63. Answers of the research questions:

- i. The teaching skills required for affective teaching were identified from related literature.
- ii. The teacher education institutions are helping the teachers to some extent in acquiring the classroom skills.
- iii. The Heads of secondary schools were satisfied that the trainee teachers have acquired the required skills.
- iv. The Researcher's classroom observation indicated that the teachers were not properly using the teaching skills in classroom.
- v. The major problems in implementing the classroom teaching skills were identified from teachers and heads through the open ended questions. The

problems are lack of infrastructure, lack of teachers, lack of facilities, curriculum etc.

Discrepancies Between Acquired Skills and Applied Skills:

64. The checklist was developed on five points scale. The difference between the maximum value of five and mean score shows the discrepancies between acquired skills and applied skills.



5.3 DISCUSSION:

The teacher constitutes the major school input. The teacher at different levels needs different types of training. Because good education represents good teacher and good teacher need not only sufficient knowledge of the subject matter to be imparted to students but techniques and methods should be taught both in theory and practice.

The findings of the study show that the teachers when observed in the classroom fall below the required standard. Teacher educators were of the view that training in all necessary classroom skills was provided but a study conducted by Iqbal and K on "Some problem areas of teacher education in Pakistan". It was concluded that the trainee teachers do not have sufficient qualifications, training experience to train the trainee teachers because of poor teacher education programme.

The study also reveals that the impact of teacher training is not significant on classroom performance of teachers.

The findings of the study are also in line with the findings of Akbar (2002) that there was gap between the theory taught during teacher training and its application in the actual classroom situation.

The study also reveals that the teacher training institutions are not well equipped and teachers are trained in traditional methods, as the findings of the study conducted by Yasmeen (2005) shows that the teacher training institutions were not well equipped, and teacher were trained in latest technologies.

The study findings also match the findings of the study conducted by Khan and Awan (2005) the teacher trainers were unable to use latest technologies and there was no provision for improving teaching skills.

The findings of the study are also in line with the findings of the study conducted by Ali (2005) that the teachers were mostly traditional and the teacher training programme were heavily loaded and traditional.

The study also reveals that the teacher training curriculum is not revised frequently and is full of theoretical aspects.

The present study will give different dimensions to improve the quality of teacher training programs. i-e

- I. The objectives of teacher training programs are stated in behavioral terms reflecting the required skills.
- II. The teacher training institutions be equipped with latest technologies to equip the teachers with latest techniques and teaching methodologies it would enhance teacher's knowledge teaching effectiveness.
- III. Teacher training programs are heavily loaded with theoretical information. It is recommended that teacher training programs should put more emphasis on functional aspects. Guidance in the form of model lessons by experienced teachers and master trainers can help the teachers to improve their classroom skills.
- IV. Emphasis should be given on developing good lesson planning skills during training by providing more opportunities for lesson planning and by showing them model lesson plans developed by the expert teacher trainers.

The findings of the study are also in line with the findings of the study conducted by kaleem(2010)that the teachers were not using the evaluation techniques properly and also the teachers are lacking the skills of classroom management , maintaining good discipline .

5.4 CONCLUSION:

The following conclusions were drawn on the basis of the findings:

1. Majority of the respondents agreed that the teachers possessed good planning skills they prepared the lesson objectives before going to class and had the ability to plan the lesson according to the needs of the students but the classroom observation indicated that the teachers lacked the lesson planning skill.(Findings Nos. 1, 2,3,4,5)
2. Majority of the respondents agreed that the teachers had command over the skills of presenting the material effectively they introduced the lesson in a very interesting way , they involved the students in interesting activities and built relationship between learning experiences and affective instructions but classroom observation indicated that only a few teachers possessed these skills.(Findings No. 6,7,8,9)
3. Majority of the respondents agreed that the teachers managed and organized the lesson well they taught the new lesson with relation to student previous knowledge, clearly and carefully chose and presented the course material and arranged the learning material in proper sequence but the classroom observation showed that majority of the teachers lacked these skills.
(Findings Nos. 10, 11, 12, 13, 14, 15)
4. Majority of the respondents agreed that the teachers gained trust of the students and there was strong interaction between the students and the teacher. The classroom observation also supported the claim.(Findings Nos. 16,17)

5. Majority of the respondents agreed that the teachers had full command over the subjects they taught but very few of them provided knowledge beyond the course material or provided the latest information about the subject. The classroom observation also indicated the weakness of teachers regarding this skill. (Findings Nos. 19,20,21)
6. Majority of the respondents agreed that the teachers used appropriate teaching methods, made efforts to improve their instructional effectiveness, used modern techniques and useful skills in the classroom, and made sure that their teaching was compatible with the class environment, used learning activities that required the students to practice higher order thinking and used different strategies for problem solving. The classroom observation did not support this perception. (Findings Nos. 22, 23, 24, 25, 26, 27, 28, 29)
7. Majority of the respondent agreed that the teacher's inspired self confidence in the students related the previous lesson with the current lesson , aroused student's interest in the lesson , provided plenty of opportunities to students for practice and motivated the students towards learning but classroom observation indicated that the teachers lacked this skill.(Findings Nos. 30, 31, 32 . 33, 34)
8. Majority of the respondent agreed that the teacher's maintained good order in the classroom had the ability to deal with the misbehaviors and identify disruptive behavior but classroom observation showed that the teachers did not do so. (Findings Nos. 35, 36, 37)
9. Majority of the respondents agreed that the teachers had the qualities of flexibility, creativity and adaptability to influence the students achievement, used the technique of questioning during the lesson and used lower cognitive and higher cognitive questions to check students understanding and handled the students questions

properly. The classroom observation also indicated that majority off the teachers possessed these skills.(Findings Nos. 38, 39, 40, 41, 42, 43, 44, 45)

10. Majority of the respondents agreed that the teachers conducted the tests to evaluate the students, used evaluation skills to identify the strengths and weaknesses of the students, to determine students achievements, used diagnostic evaluation for evaluating student's weaknesses but classroom observation showed that the teachers lacked evaluation skill.(Findings Nos. 52, 53, 54, 55, 56, 57, 58)

11. On the basis of t.test applied to perceptions of teachers and heads of secondary schools null hypothesis No 1 that there is no significant difference between the perception of teacher and heads of government secondary schools of classroom skill is accepted in respect of lesson presentation skills, lesson planning skills, lesson management skills, maintaining class discipline, formulation of appropriate question, maintaining social climate, command over the subject, appropriateness of teaching method, checking of homework and class work and rejected in respect of teacher classroom behavior, inspiring confidence in students and evaluation skill.

12. On the basis of t.test applied to perception of teachers and teacher trainers hypothesis No 2 that there is no significant difference between the perception of teacher and teacher trainers of classroom skills is accepted in respect of lesson presentation skills, lesson planning skills, lesson management skills, formulation of appropriate question, maintaining social climate, command over the subject, appropriateness of teaching method, checking of homework and class work, evaluation skills and rejected in respect of teacher classroom behavior, inspiring confidence in students and maintaining class discipline.

13. On the basis of t.test applied to perception of teachers and researcher classroom observation hypothesis No 3 that there is no significant difference between the

perception of teacher and researcher classroom observation of classroom skills is accepted in respect of formulation of appropriate question and rejected in respect of lesson presentation skills, lesson planning skills, lesson management skills, maintaining social climate, command over the subject, appropriateness of teaching method, checking of homework and class work, evaluation skills, teacher classroom behavior, inspiring confidence in students and maintaining class discipline.

14. On the basis of t.test applied to perception of heads of secondary schools and teacher trainers hypothesis No 4 that there is no significant difference between the perception of heads and teacher trainers of classroom skills is accepted in respect of lesson presentation skills, lesson planning skills, lesson management skills, formulation of appropriate question, command over the subject, appropriateness of teaching method, evaluation skills, teacher classroom behavior, inspiring confidence in students, maintaining social climate, and rejected in respect of checking of homework and class work, and maintaining class discipline.

15. On the basis of t.test applied to perception of heads of secondary schools and researcher classroom observation hypothesis No. 5 that there is no significant difference between the perception of heads of secondary schools and researcher classroom observation of classroom skills is accepted in respect of formulation of appropriate question and rejected in respect of lesson presentation skills, lesson planning skills, lesson management skills, maintaining social climate, command over the subject, appropriateness of teaching method, checking of homework and class work, evaluation skills, teacher classroom behavior, inspiring confidence in students and maintaining class discipline.

16. On the basis of t.test applied to perception of teacher trainers and classroom observation hypothesis No 6 that there is no significant difference between the

perception of teacher trainers and researcher classroom observation of classroom skills is accepted in respect of lesson presentation skills, formulation of appropriate question, evaluation skills, inspiring confidence in students, maintaining social climate, checking of homework and class work, and maintaining class discipline and rejected in respect of lesson planning skills, lesson management skills, command over the subject, appropriateness of teaching method, teacher classroom behavior.

17. On the basis of ANOVA applied to the perceptions of teacher, heads, teacher trainers and researchers classroom observations of classroom skills null hypothesis No 7 is rejected that there is no significant difference between the perceptions of teachers, heads, teacher trainers and researcher classroom observation.

5.4 RECOMMENDATIONS:

Following recommendations are proposed for solving the problems of discrepancies between the skills acquired and the skills required in the classroom

1. Majority of teacher trainers expressed the view that the objectives of teacher training programs were not stated in behavioral terms. This indicates that specific skills that need to be developed in the teachers are not properly identified. It is recommended that objectives of teacher training programs be stated in behavioral terms reflecting the required skills.
2. Majority of teacher trainers expressed the view that the teacher training institutions were not equipped with latest technologies. The teachers were trained in the traditional methods. It is therefore recommended that the teacher training institutions be equipped with latest technologies to equip the teachers with latest techniques and teaching methodologies it would enhance teacher's knowledge teaching effectiveness.

3. Heads and teacher trainers opined that the curriculum of teacher training programs was not revised frequently. It is recommended that the curriculum of teacher training programs be revised after appropriate interval to prepare teachers who could meet the challenges of 21st century and the curriculum of teacher training programmes be adjusted to the need of school curricula.
4. Teacher training programs are heavily loaded with theoretical information. It is recommended that teacher training programs should put more emphasis on functional aspects. Guidance in the form of model lessons by experienced teachers and master trainers can help the teachers to improve their classroom skills.
5. Teacher trainers were of the view that there was no provision for improving the skills of teacher trainers. They were unable to use latest technologies. It is therefore recommended that management and high authorities in the sector of education may provide opportunities for the professional growth of teacher trainers by awarding them scholarships for higher training in Pakistan and other countries by organize professional development workshops at National level for teacher trainers on annual or bi annual basis, and by making it mandatory for them to acquire computer and other latest skills.
6. Classroom observation found teachers lacking in the skill of maintenance of discipline in the class. It is recommended that the trainee teachers be provided skilled training in the area of classroom management and maintenance of discipline. The trainee teachers can be given special training to make efficient use for learning time and to keep all the students on task. Guidance in the form of model lessons by experienced teachers can help to improve this skill.
7. Classroom observation indicated that the teachers lacked the skill of developing confidence in the students to make them active learners. It is recommended that the

trainee teachers be provided training to enable them to inspire confidence in the students by using reinforcement in the forms of good remarks, stamps, stars etc.

8. Classroom observation found teachers lacking in the skill of evaluation. It is recommended that the trainee teachers be provided specific training in the area of evaluation. They need to be trained in test construction, test evaluation and in the use of observation as an evaluative technique. Trainee teachers also need to be trained in self-evaluation because the difference between the teachers self evaluation and evaluation by the head is significant. This skill can be improved by using the technique of Microteaching where trainee teachers can be specially engaged in different activities related to evaluation. The trainee teacher can be given special exercises in test construction and questions formulation for various types of evaluation.
9. Although teachers, teacher trainers, and heads were of the view that teachers possessed good lesson planning skills but classroom observation negated this claim. It is therefore recommended that more emphasis should be put on developing good lesson planning skills during training by providing more opportunities for lesson planning and by showing them model lesson plans developed by the expert teacher trainers.

FUTURE STUDIES:

1. Since the scope of this research was limited five Districts of Punjab and K.P.K. it is recommended that similar studies be conducted by taking more Districts from all the Provinces of Pakistan.
2. In addition to teachers, heads and teacher trainers students doing M.Ed or B.Ed teacher training may be included in the future study sample.
3. The study may be helpful for the teachers and teacher trainers in identification and acquisition of relevant skills.
4. The study may be of great significance to the administrators and managers by providing guide lines for developing appropriate programs.
5. The study may be helpful in improving the level of teacher training programs.

RELIABILITY
QUESTIONNAIRE FOR TEACHERS:

Case processing summary

	N	%
Cases valid	250	100.0
Excluded	0	0
Total	250	100.0

List wise deletion based on all Variables in the procedure

Reliability statistics:

Cronbach's Alpha	N of items
.731	61

RELIABILITY:
QUESTIONNAIRE FOR HEADS

Case processing summary

	N	%
Cases valid	100	100.0
Excluded	0	0
Total	100	100.0

List wise deletion based on all Variables in the procedure

Reliability statistics:

Cronbach's alpha	N of items
.729	61

RELIABILITY
QUESTIONNAIRE FOR TEACHER TRAINERS

	N	%
Cases valid	100	100.0
Excluded	0	0
Total	100	100.0

List wise deletion based on all Variables in the procedure

Reliability statistics:

Cronbach's alpha	N of items
.735	76

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Department of Social Sciences

Islamic University Islamabad

Dear Sir/Madam,

The attached questionnaire has been prepared to find out if teachers acquired the teaching skills during B.Ed and M.Ed program can apply in the actual classroom. The questionnaire has been prepared on a 5 points scale. Kindly tick the appropriate box. If you completely agree with the first statement put a () on the fifth box.

Your view will be used only for the purpose of research and information provided by you and it will be kept confidential. I shall be extremely grateful for this corporation.

Yours faithfully.

(Tehseen Akhter)
Ph.D Scholar
Islamic International University, Islamabad

QUESTIONNAIRE FOR TEACHERS

Name.....Designation.....

Qualification.....Name of the Institution.....

Instructions:

Given below are the some statements, please tick () to the appropriate level of your agreement.
(note that SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree)

		SA	A	UNC	DA	SDA
LESSON PLANNING SKILLS						
1	The teacher possesses good planning skills					
2	The teacher prepares the lesson objectives before going to class.					
3	The teachers have the ability to plan the lesson according to the needs of the students.					
4	The teachers have the ability to identify intended learning outcomes.					
LESSON PRESENTATION SKILLS						
5	The teachers have the ability to present the material effectively.					
6	The teachers have the ability to introduce the lesson in a very interesting way.					
7	The teachers have the ability to involve the students in learning activities.					
8	The teachers have the ability to build the relationship between the learning experiences and effective instructions.					
LESSON MANAGEMENT Skills:						
9	The teachers have the ability to manage and organize the lesson.					
10	The teachers have the ability to teach the new lesson on the basis of the student's previous knowledge.					
11	The teachers have the skill to clearly and carefully formulate the course material.					
12	The teachers have the ability to split the learning material into sequence.					
MAINTAINING SOCIAL CLIMATE						
13	The teachers have the ability to maintain good climate in the class.					
14	The teachers have the ability to maintain pleasant atmosphere for learning.					
15	The teachers have the ability to develop strong interaction between students and teacher.					
16	The teachers have the ability to develop trust of the students.					

17	The teachers have the ability to develop the student's interest in learning.					
18	The teachers have the ability to make the classroom climate effective for teaching and learning.					
COMMAND OVER THE SUBJECT						
19	The teachers have full command over the subject.					
20	The teachers have knowledge beyond the prescribed syllabus.					
21	The teachers have the ability to provide latest information about the subject.					
APPROPRIATE TEACHING METHODOLOGIES:						
22	The teachers have the ability to choose the teaching method according to the situation.					
23	The teachers have the ability to teach the students by using appropriate teaching method.					
24	The teachers have the ability to see the relevance of their work.					
25	The teachers have the skills to make active efforts to improve instructional effectiveness.					
26	The teachers have the ability to use modern techniques and useful skills in the classrooms.					
27	The teachers have the ability to make active efforts to improve instructional effectiveness.					
28	The teachers have the ability to use modern techniques and useful skills in the classrooms.					
29	The teachers have the ability to improve instructional effectiveness.					
30	The teachers have the ability to use learning activities that require the students to practice higher order thinking.					
31	The teachers have the ability to use different strategies for problem solving.					
32	The teachers have the ability of inspiring confidence in the students.					
33	The teachers have the ability of relating the previous lesson with the current lesson.					
34	The teachers have the ability of arousing student's interest in lesson.					
35	The teachers have the ability to provide plenty of opportunities to students for practice.					
36	The teachers have the ability to motivate the students towards learning.					
37	The teachers have the ability to use learning activities that require students to practice higher order thinking					
MAINTAINING CLASS DISCIPLINE						
38	The teachers have the ability to maintain good order in the classroom.					
39	The teachers have the ability to deal the					

	misbehaviors effectively.					
40	The teachers have the ability to identify disruptive behavior.					
TEACHER CLASSROOM BEHAVIOR						
41	The teachers possess good classroom behavior.					
42	The teachers have the experience about teaching and learning.					
43	The teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.					
FORMULATION OF APPROPRIATE QUESTIONS:						
44	The teachers have the ability to use proper questioning during the lesson.					
45	The teachers have the ability to use lower cognitive and higher cognitive questions to check student's understanding.					
46	The teachers have the ability to properly handle the student's questions.					
47	The teachers have the ability to use regular questioning to gauge pupils progress.					
48	The teachers have the ability to use questioning to stimulate the students thinking during instructions.					
CHECKING OF HOMEWORK REGULARLY:						
49	The teachers give homework regularly.					
50	The teachers check the homework regularly.					
CHECKING OF CLASS WORK REGULARLY						
51	The teachers give class work regularly.					
52	The teachers check the class work regularly.					
INSPIRING CONFIDENCE IN STUDENTS:						
53	The teachers have the ability to inspire confidence in students.					
54	The teachers have the ability to appreciate the student's efforts.					
55	The teachers have the ability to reinforce the correct behavior of the students.					
EVALUATION SKILLS						
56	The teachers have the ability to use evaluation techniques.					
57	The teachers evaluate the students properly.					
58	The teachers have the ability to conduct classroom test for evaluating the student's performance.					
59	The teachers have the ability to use evaluation skills for judging the student's achievements.					
60	The teachers have the ability to use diagnostic					

	evaluation skill to identify the problems in learning.					
61	The teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.					

How far do you think that the teacher training programs are help full in producing effective teachers?

1. _____
2. _____
3. _____
4. _____

Why do the teachers not use those techniques acquired in the teacher training programs in the actual classroom?

1. _____
2. _____
3. _____
4. _____

Do you use techniques learned during training?

1. _____
2. _____
3. _____
4. _____

Department of Social Sciences

Islamic University Islamabad

Dear Sir/Madam,

The attached questionnaire has been prepared to find out if teachers acquired the teaching skills during B.Ed and M.Ed program can apply in the actual classroom. The questionnaire has been prepared on a 5 points scale. Kindly tick the appropriate box. If you completely agree with the first statement put a () on the fifth box.

Your view will be used only for the purpose of research and information provided by you and it will be kept confidential. I shall be extremely grateful for this corporation.

Yours faithfully.

(~~Tehseen Akhter~~)
Ph.D Scholar
Islamic Internation University, Islamabad

QUESTIONNAIRE FOR HEADS

Name:.....Designation.....

Qualification..... Name of the Institution.....

Instructions:		SA	A	UNC	DA	SDA
Given below are the some statements, please tick () to the appropriate level of your agreement. (note that SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree)						
LESSON PLANNING SKILLS						
1	The teacher possesses good planning skills					
2	The teacher prepares the lesson objectives before going to class.					
3	The teachers have the ability to plan the lesson according to the needs of the students.					
4	The teachers have the ability to identify intended learning outcomes.					
LESSON PRESENTATION SKILLS						
5	The teachers have the ability to present the material effectively.					
6	The teachers have the ability to introduce the lesson in a very interesting way.					
7	The teachers have the ability to involve the students in learning activities.					
8	The teachers have the ability to build the relationship between the learning experiences and effective instructions.					
LESSON MANAGEMENT Skills						
9	The teachers have the ability to manage and organize the lesson.					
10	The teachers have the ability to teach the new lesson on the basis of the student's previous knowledge.					
11	The teachers have the skill to clearly and carefully formulate the course material.					
12	The teachers have the ability to split the learning material into sequence.					
MAINTAINING SOCIAL CLIMATE						
13	The teachers have the ability to maintain good climate in the class.					
14	The teachers have the ability to maintain pleasant atmosphere for learning.					
15	The teachers have the ability to develop strong interaction between students and teacher.					
16	The teachers have the ability to develop trust of					

	the students.					
17	The teachers have the ability to develop the student's interest in learning.					
18	The teachers have the ability to make the classroom climate effective for teaching and learning.					
COMMAND OVER THE SUBJECT						
19	The teachers have full command over the subject.					
20	The teachers have knowledge beyond the prescribed syllabus.					
21	The teachers have the ability to provide latest information about the subject.					
APPROPRIATE TEACHING METHODOLOGIES						
22	The teachers have the ability to choose the teaching method according to the situation.					
23	The teachers have the ability to teach the students by using appropriate teaching method.					
24	The teachers have the ability to see the relevance of their work.					
25	The teachers have the skills to make active efforts to improve instructional effectiveness.					
26	The teachers have the ability to use modern techniques and useful skills in the classrooms.					
27	The teachers have the ability to make active efforts to improve instructional effectiveness.					
28	The teachers have the ability to use modern techniques and useful skills in the classrooms.					
29	The teachers have the ability to improve instructional effectiveness.					
30	The teachers have the ability to use learning activities that require the students to practice higher order thinking.					
31	The teachers have the ability to use different strategies for problem solving.					
32	The teachers have the ability of inspiring confidence in the students.					
33	The teachers have the ability of relating the previous lesson with the current lesson.					
34	The teachers have the ability of arousing student's interest in lesson.					
35	The teachers have the ability to provide plenty of opportunities to students for practice.					
36	The teachers have the ability to motivate the students towards learning.					
37	The teachers have the ability to use learning activities that require students to practice higher order thinking					

MAINTAINING CLASS DISCIPLINE						
38	The teachers have the ability to maintain good order in the classroom.					
39	The teachers have the ability to deal the misbehaviors effectively.					
40	The teachers have the ability to identify disruptive behavior.					
TEACHER CLASSROOM BEHAVIOR						
41	The teachers possess good classroom behavior					
42	The teachers have the experience about teaching and learning.					
43	The teachers have the qualities of flexibility, creativity and adaptability to influence the student's achievements.					
FORMULATION OF APPROPRIATE						
44	The teachers have the ability to use proper questioning during the lesson.					
45	The teachers have the ability to use lower cognitive and higher cognitive questions to check student's understanding.					
46	The teachers have the ability to properly handle the student's questions.					
47	The teachers have the ability to use regular questioning to gauge pupils progress.					
48	The teachers have the ability to use questioning to stimulate the students thinking during instructions.					
CHECKING OF HOMEWORK REGULARLY						
49	The teachers give homework regularly.					
50	The teachers check the homework regularly.					
CHECKING OF CLASS REGULARLY						
51	The teachers give class work regularly.					
52	The teachers check the class work regularly.					
INSPIRING CONFIDENCE IN STUDENTS						
53	The teachers have the ability to inspire confidence in students.					
54	The teachers have the ability to appreciate the student's efforts.					
55	The teachers have the ability to reinforce the correct behavior of the students.					
EVALUATION SKILLS:						
56	The teachers have the ability to use evaluation techniques.					
57	The teachers evaluate the students properly.					
58	The teachers have the ability to conduct classroom test for evaluating the student's performance.					

59	The teachers have the ability to use evaluation skills for judging the student's achievements.					
60	The teachers have the ability to use diagnostic evaluation skill to identify the problems in learning.					
61	The teachers have the ability to use evaluation skills to identify the strengths and weaknesses of the students.					

How far do you think that the teacher training programs are help full in producing effective teachers?

1. _____
2. _____
3. _____
4. _____

Why do the teachers not use those techniques acquired in the teacher training programs in the actual classroom?

1. _____
2. _____
3. _____
4. _____

Department of Social Sciences

Islamic University Islamabad

Dear Sir/Madam,

The attached questionnaire has been prepared to find out if teachers acquired the teaching skills during B.Ed and M.Ed program can apply in the actual classroom. The questionnaire has been prepared on a 5 points scale. Kindly tick the appropriate box. If you completely agree with the first statement put a () on the fifth box.

Your view will be used only for the purpose of research and information provided by you and it will be kept confidential. I shall be extremely grateful for this corporation.

Yours faithfully,

(Tehseen Akhter)

Ph.D Scholar

Islamic International University, Islamabad

QUESTIONNAIRE FOR TEACHER TRAINERS

Name: Designation.....

Qualification..... Name of the Institution.....

Instructions:

Given below are the some statements, please tick () to the appropriate level of your agreement. (note that SA= strongly agree, A= agree, UNC= uncertain, DA= disagree, and SDA= strongly disagree)

		SA	A	UNC	DA	SDA
APPROPRIATENESS OF TEACHER TRAINING PROGRAM:						
1.	The participant teachers had positive attitude towards teacher training programs					
2.	The objectives of teacher training programs are realistic and achievable.					
3.	The aims of teacher training programs are according to the demands of education.					
4.	The curriculum of teacher training programs is useful for producing effective teachers.					
	The teacher training programs are providing new ideas for teaching.					
	The duration of teacher training programs are appropriate.					
5.	The methods and techniques used in teacher training programs are reliable.					
6.	The curriculum of teacher training programs arouses interest in learning.					
7.	The teacher training programs enhance teacher's knowledge in teaching methodologies.					
8.	The teacher training programs help the teachers to understand important ideas.					
9.	The teacher training programs help the teachers to state objectives in behavioral terms.					
10	The teacher training programs help the teachers to organize their work.					
11	The teacher training programs enable the teachers to solve their problems independently.					
QUALITY OF TEACHER TRAINERS:						
12	The teacher trainers in teacher training institutes are well qualified.					
13	The teacher trainers in teacher training institutes trained the teachers according to the needs of the society.					
14	The teacher trainers in teacher training institutes equip the teachers with latest techniques and methodologies.					

The teachers are trained to do the following:

LESSON PLANNING SKILLS:

- | | | | | | |
|----|---|--|--|--|--|
| 15 | Plans the lesson well. | | | | |
| 16 | Identify intended learning outcomes. | | | | |
| 17 | Prepares the lesson objectives before going to class. | | | | |
| 18 | Plan the lesson according to the needs of the students. | | | | |

LESSON PRESENTATION SKILLS

- | | | | | | |
|----|---|--|--|--|--|
| 19 | Present the material effectively | | | | |
| 20 | Adjust the teaching styles according to students learning styles | | | | |
| 21 | Introduce the lesson in a very interesting way. | | | | |
| 22 | Involve the students in learning activities. | | | | |
| 23 | Build the relationship between the learning experiences and effective instructions. | | | | |

LESSON MANAGEMENT SKILLS

- | | | | | | |
|----|--|--|--|--|--|
| 24 | Manage and organize the lesson. | | | | |
| 25 | Teach the new lesson on the basis of the student's previous knowledge. | | | | |
| 26 | Clearly and carefully formulate the course material. | | | | |
| 27 | Split the learning material into sequence. | | | | |

MAINTAINING SOCIAL CLIMATE

- | | | | | | |
|----|---|--|--|--|--|
| 28 | Maintain good climate in the class. | | | | |
| 29 | Maintain pleasant atmosphere for learning. | | | | |
| 30 | Develop strong interaction between students and teacher. | | | | |
| 31 | Develop trust of the students. | | | | |
| 32 | Develop the student's interest in learning. | | | | |
| 33 | Make the classroom climate effective for teaching and learning. | | | | |

COMMAND OVER THE SUBJECT

- | | | | | | |
|----|--|--|--|--|--|
| 34 | Full command over the subject. | | | | |
| 35 | Acquire knowledge beyond the prescribed syllabus. | | | | |
| 36 | The ability to provide latest information about the subject. | | | | |

APPROPRIATE TEACHING METHODOLOGIES

- | | | | | | |
|----|---|--|--|--|--|
| 37 | Choose the teaching method according to the situation. | | | | |
| 38 | Teach the students by using appropriate teaching method. | | | | |
| 39 | See the relevance of their work. | | | | |
| 40 | Make active efforts to improve instructional effectiveness. | | | | |
| 41 | Use modern techniques and useful skills in the classrooms. | | | | |
| 42 | Make active efforts to improve instructional effectiveness. | | | | |
| 43 | Use modern techniques and useful skills in the | | | | |

	classrooms.					
44	Improve instructional effectiveness.					
45	Use learning activities that require the students to practice higher order thinking.					
46	Use different strategies for problem solving.					
47	Inspiring confidence in the students.					
48	Relate the previous lesson with the current lesson.					
49	Arouse student's interest in lesson.					
50	Provide plenty of opportunities to students for practice.					
51	Motivate the students towards learning.					
52	Use learning activities that require students to practice higher order thinking					
MAINTAINING CLASS DISCIPLINE						
53	Maintain good order in the classroom.					
54	Deal the misbehaviors effectively.					
55	Identify disruptive behavior.					
TEACHER CLASSROOM BEHAVIOR						
56	The teachers possess good classroom behavior.					
57	The teachers have the experience about teaching and learning.					
58	Develop the qualities of flexibility, creativity and adaptability to influence the student's achievements.					
FORMULATION OF APPROPRIATE QUESTIONS:						
59	Use proper questioning during the lesson.					
60	Lower cognitive and higher cognitive questions to check student's understanding.					
61	Properly handle the student's questions.					
62	Use regular questioning to gauge pupils progress.					
63	Use questioning to stimulate the students thinking during instructions.					
CHECKING OF HOMEWORK REGULARLY:						
64	Give homework regularly.					
65	Check the homework regularly.					
CHECKING OF CLASS REGULARLY						
66	Give class work regularly.					
67	Check the class work regularly.					
INSPIRING CONFIDENCE IN STUDENTS:						
68	Inspire confidence in students.					
69	Appreciate the student's efforts.					
70	Reinforce the correct behavior of the students.					
EVALUATION SKILLS						
71	Use evaluation techniques effectively.					
72	Evaluate the students properly.					
73	Conduct classroom test for evaluating the student's performance.					
74	Use evaluation skills for judging the student's achievements.					
75	Use diagnostic evaluation skill to identify the problems					

	in learning.					
76	Use evaluation skills to identify the strengths and weaknesses of the students.					

How far do you think that the teacher training programs are help full in producing effective teachers?

Do the teachers use those techniques acquired in the teacher training programs in the actual classroom?

CHECK LIST FOR CLASSROOM OBSERVATION:

Name:	<input type="text"/>
School:	<input type="text"/>
Class Observed:	<input type="text"/>
Subject	<input type="text"/>
Duration	<input type="text"/>
Class Size	<input type="text"/>
Topic	<input type="text"/>
Date	<input type="text"/>

Excellent	<input type="checkbox"/>
Good	<input type="checkbox"/>
Satisfactory	<input type="checkbox"/>
Poor	<input type="checkbox"/>
V.Poor	<input type="checkbox"/>

Instructions:						
Given below are the some statements, please tick () to the appropriate level of your agreement.						
		Excellent	Good	Satisfactory	Poor	V.Poor
LESSON PLANNING SKILLS						
1.	Well planned objectives.					
2.	The lesson planned according to the needs of the students.					
3.	Identification of intended learning outcomes.					
LESSON PRESENTATION SKILLS						
4.	Presentation of the material.					
5.	Introducing the lesson in a very interesting way.					
6.	Involving the students in learning activities.					
7.	Building relationship between the learning experiences and effective instructions.					
LESSON MANAGEMENT Skills:						
8.	Managing and organizing the lesson.					
9.	Teaching new lesson on the basis of the student's previous knowledge.					
10.	Split the learning material into sequence.					
MAINTAINING CLASSROOM CLIMATE						
11.	Maintain good climate in the class.					
12.	Strong interaction between students and teacher.					
13.	Develop trust of the students.					
14.	Develop the student's interest in learning.					
15.	Make the classroom climate effective for teaching and learning.					
COMMAND OVER THE SUBJECT						
16.	Having full command over the subject.					
17.	Having knowledge beyond the prescribed syllabus.					
18.	Providing latest information about the subject.					
APPROPRIATE TEACHING METHOD						
19.	Choose the teaching method according to the situation.					
20.	Using appropriate teaching method.					
21.	Using learning activities that require the students to practice higher order thinking.					
22.	Inspiring confidence in the students.					
23.	Relating the previous lesson with the					

	current lesson.					
24.	Arousing student's interest in lesson.					
25.	Providing plenty of opportunities to students for practice.					
26.	Motivating the students towards learning.					
MAINTAINING CLASS DISCIPLINE						
27.	Maintaining good order in the classroom.					
28.	Dealing the misbehaviors effectively.					
29.	Identification of disruptive behavior.					
TEACHER CLASSROOM BEHAVIOR						
30.	Possess good classroom behavior.					
31.	Having the experience about teaching and learning.					
32.	Good accent.					
FORMULATION OF APPROPRIATE QUESTIONS						
33.	Using proper questioning during the lesson.					
34.	Using lower cognitive and higher cognitive questions to check student's understanding.					
35.	Handling the student's questions properly.					
36.	Using regular questioning to gauge pupils progress.					
37.	Using questioning to stimulate the students thinking during instructions.					
38.	Using relevant questions to the lesson.					
CLOSURE OF THE LESSON						
39.	Interesting ending					
40.	Increased student's motivation.					
41.	Summarizing the whole lesson.					
EVALUATION SKILLS:						
42.	Using evaluation techniques.					
43.	Evaluate the students properly.					
44.	Conducting classroom test for evaluating the student's performance.					
45.	Using evaluation skills for judging the student's achievements.					
46.	Using evaluation skills to identify the strengths and weaknesses of the students.					

APPENDIX A

LIST OF EXPERTS

Dr Maqsood Alam Bukhari

Dr A.R Saghir

Dr Manzoor Arif

Dr. Aisha Akbar

**LIST OF GOVERNMENT BOYS & GIRLS HIGH SCHOOL
DISTRICT ATTOCK**

S.NO	NAME OF SCHOOL	TEHSIL
1.	GBHSS ATTOCK CITY	ATTOCK
2.	GPSS ATTOCK	ATTOCK
3.	GBIS ATTOCK	ATTOCK
4.	GBHS SHEENBAH	ATTOCK
5.	GBHS NO. 2 HAZRO	ATTOCK
6.	GBHS NO. 1 HAZRO	ATTOCK
7.	GGHS PEOPLE COLONY	ATTOCK
8.	GGHS NO. 2 ATTOCK CITY	ATTOCK
9.	GGHSS ATTOCK CITY	ATTOCK
10.	GGHS SHEENBAGH	ATTOCK
11.	GBHS JHANG	F.JANG
12.	GBHSS KOT FATEH KHAN	F.JANG
13.	GBHS HATTAR	F.JANG
14.	GGHS BAHTAR	F.JANG
15.	GGHS FATEH JANG NO. 1	F.JANG
16.	GGHS FATEH JANG NO. 2	F.JANG
17.	GGHS FATEH JANG NO. 3	F.JANG
18.	GGHS JHANG	F.JANG
19.	GGHS HASANABDAL	HASANABDAL
20.	GGHS KOT SUNDKI	HASANABDAL
21.	GGHS POURMIANA	HASANABDAL
22.	GGHSS HASANABDAL	HASSANABDAL
23.	GGHS NO.1 HAZRO	HAZRO
24.	GGHS NO. 2 HAZRO	HAZRO
25.	GGHS PANMOTHA	JAND
26.	GGHS KOT CHAJJI	JAND

**LIST OF GOVERNMENT BOYS & GIRLS HIGH SCHOOL
DISTRICT HARIPUR**

S.NO	NAME OF SCHOOL	TEHSIL
1.	GHS DARWESH	DARWESH
2.	GHS DINGI	DINGI
3.	GGHS GHAZI	GHAZI
4.	GGHS HARIPUR NO. 2	HARIPUR
5.	GHS HARIPUR NO. 2	HARIPUR
6.	GGHS HATTAR	HATTAR
7.	GGHS KANGRA COLONY	KANGRA
8.	GHS KANGRA COLONY	KANGRA
9.	GHS KHANPUR	KHANPUR
10.	GGHS MANKARAI	MANKARAI
11.	GHS PANIAN	PANIAN

**LIST OF GOVERNMENT BOYS & GIRLS HIGH SCHOOL
DISTRICT RAWALPINDI**

S.NO	NAME OF SCHOOL	TEHSIL
1.	Govt. Madrasa e Milla High School Rawalpindi	Rawalpindi
2.	Govt. Pehlvi High School Rawalpindi	Rawalpindi
3.	Govt. Comp. Boys School Rawalpindi	Rawalpindi
4.	Govt. Abbasi High School Rawalpindi	Rawalpindi
5.	Govt. Faiz-ul-islam High School Rawalpindi	Rawalpindi
6.	Govt. High School Loco Shed RWP	Rawalpindi
7.	Govt. High School Khyban Sir Syed RWP	Rawalpindi
8.	Govt. High School Dav College Road RWP	Rawalpindi
9.	Govt. High School Simla Isl RWP	Rawalpindi
10.	Govt. High School Wah Village	Taxila
11.	Govt. High School Khurram Paracha	Taxila
12.	Govt. High School Usman Khattar	Taxila
13.	Govt. High School Taleem-e-Mul Qurban	Taxila
14.	Govt. GHS Taxila	Taxila
15.	Govt. GHS Gharih Afghanan Taxila	Taxila
16.	Govt. Girls Gillani High School Wah	Taxila
17.	Govt. Boys Gillani school Wah	Taxila
18.	Govt. GHS No 3 Westridge RWP	Rawalpindi
19.	Govt. GHS No 4 Mohanpura RWP	Rawalpindi
20.	Govt. GHS Khayaban-e-Sirsyed RWP	Rawalpindi
21.	Govt. GHS Dheri Hassanabad RWP	Rawalpindi
22.	Govt. GHS Tench Bhatta RWP	Rawalpindi
23.	Govt. GHS MC Nia Mohallah RWP	Rawalpindi
24.	Govt. GHS Dhoke Hasso RWP	Rawalpindi
25.	Govt. GHS Muslim Town RWP	Rawalpindi
26.	Govt. GHS Taxila	Taxila
27.	Govt. GHS Garhi Afghanan Taxila	Taxila
28.	Govt. Gillani Model GHS Wah Taxila	Taxila
29.	Govt. GHS Balaria Kahuta	Kahuta

**LIST OF GOVERNMENT BOYS & GIRLS HIGH SCHOOL
DISTRICT LAHORE**

S.NO	NAME OF SCHOOL	TEHSIL
1.	Govt. High Secondary School Shahdara	Lahore
2.	Govt. Islamia High School, Sheranwal Gate	Lahore
3.	Govt. Model High School Shah Alam Gate	Lahore
4.	CDG Boys H/S Factory Area Shahdara	Lahore
5.	CDG Boys H/S, Hanif Park	Lahore
6.	Govt. Model M/S, Shah Muhammad Ghous	Lahore
7.	Govt. High School Wlaton	Lahore
8.	Govt. High School Gulberg	Lahore
9.	Govt. High School Lahore Cantt	Lahore
10.	Govt. Comp. HSS Ghorey Shah Road	Lahore
11.	Govt. High School, Shad Bagh	Lahore
12.	Govt. Boys High School Jahangir Abad	Lahore
13.	Govt. Farooqi Isl High School Baghpabpura	Lahore
14.	Govt. High School Baghbanpura	Lahore
15.	Govt. Muslim High School Baghbanpura	Lahore
16.	Govt. Malik High School Baghbanpura	Lahore
17.	Govt. MC Boys H/S Kot Khawaja Saeed	Lahore
18.	Govt. GHSS Shahdara Town	Lahore
19.	Govt. GHS Chuna Mandi	Lahore
20.	Govt. GHS Dehali Gate	Lahore
21.	Govt. GHS Islampura Shahdara Town	Lahore
22.	Govt. GPS Havaily Phularwan	Lahore
23.	Govt. GHS Faiz Bagh Chamra Mandi	Lahore
24.	Govt. GHS 2nd Shift Shad Bagh	Lahore
25.	Govt. GPS Rasoolpura	Lahore
26.	Govt. GHS Shadman Colony	Lahore
27.	Govt. GHS Farsal Town	Lahore
28.	Govt. GHS Walton	Lahore

LIST OF GOVERNMENT BOYS & GIRLS HIGH SCHOOL

DISTRICT PESHAWAR

S.NO	NAME OF SCHOOL	TEHSIL
1.	GHS CHAMKANNI	PESHAWAR
2.	GGHS CHAMKANNI	PESHAWAR
3.	GGHS SARBAND	PESHAWAR
4.	GHS SARBAND	PESHAWAR
5.	GHS PESHAWER CANTT	PESHAWAR
6.	GGHS PESHAWER CANTT	PESHAWAR
7.	GHS NANAKPURA PESHAWAR	PESHAWAR
8.	GHS CHAGHARMATTI PESHAWAR	PESHAWAR
9.	GHS SHEIKHAN MINAR ROAD PESHAWAR	PESHAWAR